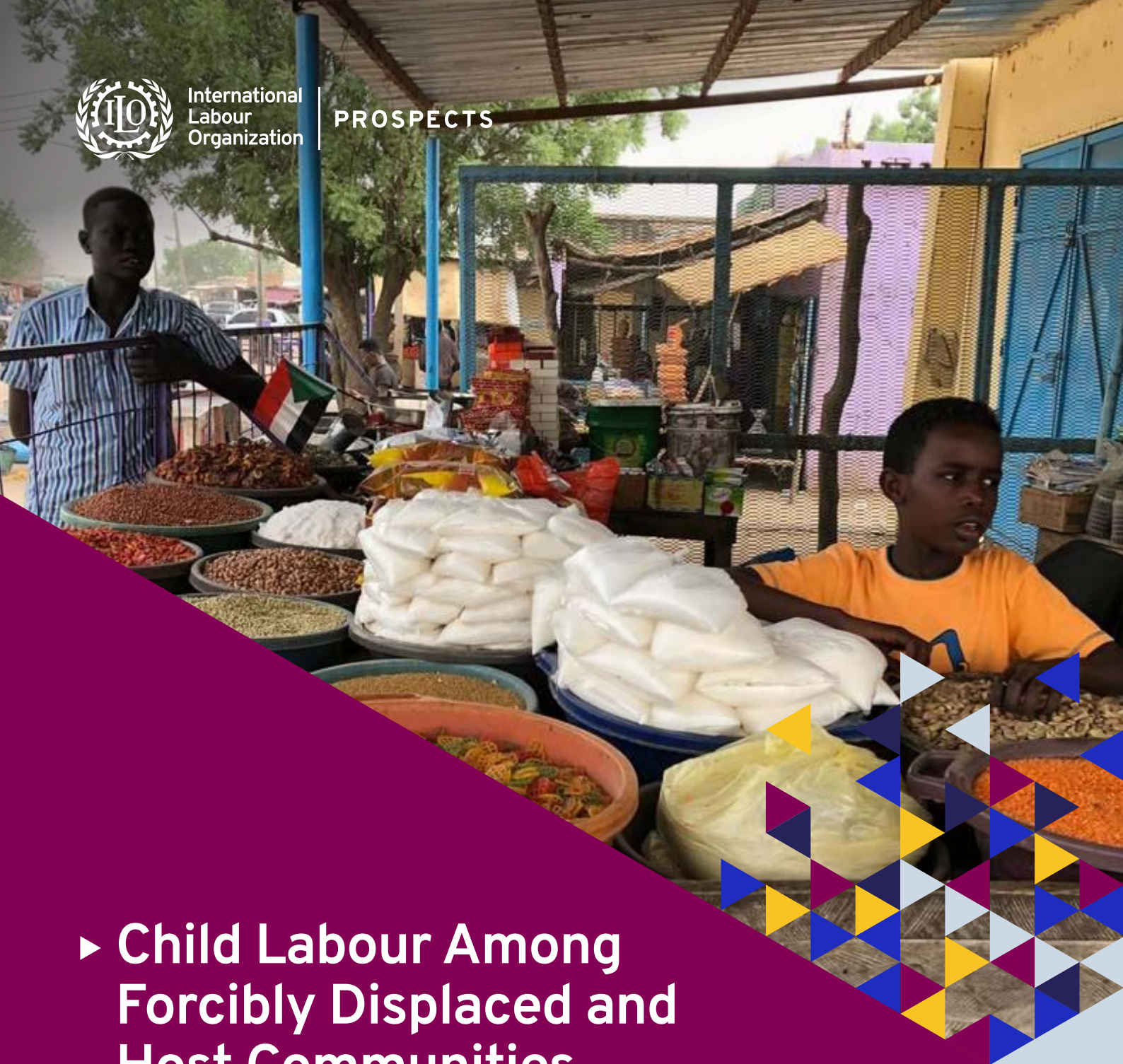




International  
Labour  
Organization

PROSPECTS



# ► Child Labour Among Forcibly Displaced and Host Communities East Darfur and West Kordofan States, Sudan



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Cover photo: A young boy working in a marketplace in Al Meiram, West Kordofan state.  
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## ► Foreword

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Sudan has a long history of hosting refugees and asylum seekers, some of whom are looking for better employment opportunities, but most are fleeing conflict in neighbouring countries. The majority of the 1.1 million refugees are South Sudanese, but Sudan also hosts refugees from Chad, the Central African Republic, the Democratic Republic of Congo, Eritrea, Ethiopia, Somalia, Syria and Yemen. Many of the refugees in Sudan reside in rural out-of-camp settlements, which are often located in remote and underdeveloped areas with limited resources, infrastructure and basic services in the country's southern states, Darfur, Kordofan and White Nile.

In 2019, the Partnership for improving prospects for host communities and forcibly displaced persons (PROSPECTS) was launched with support of the Ministry of Foreign Affairs of the Kingdom of the Netherlands (Netherlands MFA). The Partnership is focusing its technical assistance on improving the quality of life for forcibly displaced and host communities from al Nimir camp and the nearby settlement of Assalaya in East Darfur, and Al Meiram and Kharasana Settlements in West Kordofan.

PROSPECTS Partners have committed to adopting New Ways of Working so as to provide a more integrated approach by humanitarian and development partners to address protracted displacement. All across Sudan communities face social protection threats, including gender-based violence, targeted attacks, the worst forms of child labour, and other violations of basic rights. The restriction on freedom of movement in conflict-affected areas also affects these communities' ability to engage in income generating activities. To survive many households are forced to adopt 'negative coping' strategies and mechanism; including semi-bonded labour, poor working conditions, and child labour.

The analytical framework for this Child Labour Assessment was jointly developed by Consilient Sudan, the PROSPECTS Sudan programme team, the PROSPECTS Global Monitoring and Evaluation Officer, as well as through the contributions of a number of key technical specialists from various ILO technical departments. This includes, technical specialists from the Skills and Employability Branch, the Enterprises Department, the ILO's Jobs for Peace and Resilience Unit, the Child labour Branch, and the ILO's Social Protection Department.

Data collection for this assessment was completed in January 2021 with the surveying of 1,172 households, completing 64 key informant interviews, and 32 in-depth interviews with key stakeholders and community members in Khartoum, East Darfur (Ed-Daein, Assalaya and El Nimir Camp), and West Kordofan (El Fula, Kharasana/Keilak, and Al Meiram). The assessment has been able to collect evidence and report on the magnitude of children's work and child labour in forcibly displaced persons (FPD) and host communities (HC) in West Kordofan and East Darfur. Report finding also highlight the main factors that push children into child labour, and what are those that prevent children from working. Finally, there are clear recommendations on how to decrease, eliminate and prevent child labour in HCs and FDP communities.

I would like to congratulate the Government of Sudan for its continuous efforts towards creating the necessary conditions to promote self-reliance and integration of refugee populations, in spite of the numerous economic and political challenges faced in the country. I would particularly like to thank Consilient Sudan for their excellent work in conducting the assessment, and the UNHCR and UNICEF and the IFC for their collaboration with the ILO. Finally, I would like to thank the Embassy of the Netherlands for their generous support to this assessment and the production of this report, undertaken in the wider context of the innovative PROSPECTS Partnership.



**Alexio Musindo**

Director

ILO Country Office for Ethiopia, Djibouti, Somalia, Sudan and South Sudan and

Special Representative to the African Union (AU) and the UN Economic Commission for Africa (ECA)



## ► Executive summary

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In support of the Partnership for improving prospects for host communities and forcibly displaced persons (PROSPECTS), a programme that the International Labour Organization (ILO) is implementing with United Nations Refugee Agency (UNHCR), the United Nations Children's Fund (UNICEF), the International Finance Corporation (IFC), and the World Bank, supported by the Kingdom of the Netherlands' Ministry of Foreign Affairs, Consilient conducted a Child Labour Assessment in Sudan. This assessment aimed to:

1. provide evidence on the magnitude of children's work and child labour in forcibly displaced persons (FPD) and host communities (HC) in West Kordofan and East Darfur;
2. identify what are the main factors that push children into child labour, and what are those that prevent children from working;
3. assess gender differences with regard to children's activities; and
4. provide recommendations on how to decrease, eliminate and prevent child labour in HCs and FDP communities.

To best answer these research objectives, Consilient conducted 1,172 household surveys, 64 key informant interviews, and 32 in-depth interviews with key stakeholders and community members in Khartoum, East Darfur (Ed-Daein, Assalaya and El Nimir Camp), and West Kordofan (El Fula, Kharasana/Keilak, and Al Meiram). Data collection for this assessment was completed in January 2021.

## Findings

- **Demographics** – Households in both target communities are vulnerable to shocks, and the majority of households earn below the World Bank absolute poverty line. IDP households are particularly vulnerable, as they do not receive foreign aid destined for refugees, and often do not have access to government services provided to HC households. Limited access to basic service provision further puts households at risk.
- **Demographics** – School attendance in West Kordofan is low, among FDP children in particular. Key factors that impact school attendance include households not being able to afford school fees, language barriers for refugee children, parents keeping their children at home owing to the lack of educational facilities and equipment, seasonal migration of pastoralist children, and cultural norms that cause children to start school at a later age. Occasionally, children drop out or regularly skip school to work.
- **Prevalence: children's work** – Children in East Darfur are significantly more likely to engage in children's work than children living in West Kordofan, and they start working at an earlier age (between 6 and 9 years old) in East Darfur than in West Kordofan (most often between 10 and 13 years old). Moreover, in West Kordofan, FDP children are significantly more likely to engage in children's work than HC children. Older children, in particular, continue to attend school while working. In the target communities, there does not appear to occur a significant drop in school attendance at the age of 14 years old (when schooling is no longer compulsory). Little difference was found in the participation of girls and boys in children's work.
- **Prevalence: child labour** – the prevalence of child labour follows similar patterns of children's work: children in East Darfur are significantly more likely to engage in child labour. In both states, the assessment found little difference between boys and girls. FDP children in West Kordofan, however, are significantly more likely to engage in child labour than HC children.
- **Prevalence: hazardous work** – Overall, 20 per cent of the children in the sample engage in hazardous child labour. The most common hazards for children are long working hours, extreme heat and dust. On the one hand, the environmental context of the target locations negatively contributes to the findings, because of the hot and dry climate, and because most of the work conducted in the target communities is conducted outside. On the other hand, many of the respondents interviewed as part of this study confirm that children often work long days (of 10–12 hours per day), carry heavy loads, do not have access to shade, and sometimes do not get breaks or food.



- **Prevalence: worst forms of child labour other than hazardous work** – The assessment also touched on the worst forms of child labour other than hazardous work. However, owing to the general nature of the assessment, little specific data was found on slavery, trafficking of children, debt bondage, serfdom, children in armed conflict, sexual exploitation of children, or the involvement of children in illicit activities. Some issues that were mentioned during the qualitative interviews included the recruitment of children in armed forces (Assalaya and El Fula); sending children for extended periods of time to work in different locations (West Kordofan and El Nimir); sexual exploitation of children by members of wealthy households (Ed Daein), and host community members (Assalaya and El Nimir); organized begging (Ed Daein), and selling of illegal substances (El Nimir and Kharasana/Keilak).
- **Characteristics of child labour: forms and sectors** – Overall, younger children tend to support household production, while older children contribute more to household chores (girls) and the household income through paid employment. FDP children most often engage in paid employment to substitute the household income and cover school fees. Children most often work in the agricultural sector (farming, livestock herding and fishing), followed by paid employment and supporting household businesses in specialized professions such as welding, brickmaking, masonry, nursing, teaching, trading and construction. A last group engaged in low-skilled labour such as collecting charcoal and firewood, day labour, carrying loads, and delivering water.
- **Characteristics of child labour: working hours and school attendance** – Both in the household survey (37 hours per week on average) and in the qualitative interviews, respondents confirm that children often work long hours. Little difference was found in working hours by gender, geographical location, migration status, or enrolment in schools. However, most qualitative interviewing respondents confirm that while most children work outside of school hours, it is not uncommon for children to skip school on market days. Indeed, most working children confirmed that their workload affected their schoolwork; they are often too tired or do not have time to do homework.
- **Characteristics of child labour: recruitment, contracts and compensation** – Recruitment follows the same pattern in each of the target locations. Children most often work for family members, or for other community members that their families know. Employment agreements are almost always verbal, and children are paid on a daily or weekly basis for work completed. In El Nimir camp, some issues were reported of HC employers not paying refugee children after they completed work. The Commission of Refugees in East Darfur makes sure to monitor the situation. Salaries are low; one respondent in El Nimir explained that children are paid 30 Sudanese pounds (about US\$0.12 at the time of data collection) per day for work on farms.
- **Contributing factors: legislation and policy** – Several factors contribute to pushing children into child labour. First of all, the legal framework in Sudan that governs children's work includes conflicting laws and regulations. In the qualitative interviews it became clear that stakeholders, including government officials, are not aware of what the exact rules are. In addition, the Ministry of Labour and Administrative Reform does not currently have the capacity to conduct inspections, or follow-up on reports in the target locations. Therefore, child labour goes unchecked. Because of this lack of government capacity, it is widely assumed within the community that a child's parents ultimately hold responsibility for keeping their child away from child labour.
- **Contributing factors: socio-economic factors** – Household vulnerability and widespread poverty in the target locations further contributes to the prevalence of child labour. Analysis showed that children living in households that are unable to save money each month, and apply negative coping mechanisms, that have recently made out of pocket payments at health care centres, and that do not have access to a safe water source are significantly more likely to engage in child labour. This means that to effectively address child labour issues, the issues of poverty and limited livelihood opportunities in the target locations have to be addressed as well, to ensure other interventions aimed at reducing and eradicating child labour are effective.
- **Contributing factors: social norms and attitudes** – Lastly, some social norms and attitudes further contribute to the occurrence of child labour. For example, livestock herding for pastoralist communities is not just an income generating activity, but it is the traditional way pastoralist communities live. As a result, children are included in taking on tasks at a very early age. Contribution of children through chores or simple jobs is seen as an essential part of a child's upbringing. In addition, only government



officials put the blame on parents for not putting their children in school, but instead sending their children to work. In reality, this is not supported by any of the findings of this assessment. Parents strongly prefer to send their children to school, and school enrolment is relatively high (in East Darfur in particular). This means that those government representatives tasked with combating child labour, are not aware of the true causes of child labour. Therefore, at this point in time, it is not surprising no meaningful progress is being made.

- **Protective factors** – The Transitional Government of Sudan (TGoS) is already in the process of making some significant policy changes to bring Sudan's child labour rules and regulations in line with international standards. However, significant capacity building is needed of state and local level officials to ensure that new policies are implemented, and that the target communities experience the improvements. Because school enrolment is already relatively high, and experiences limited effects from children simultaneously engaging in employment activities, school enrolment was not found to be a factor that could further help draw children away from child labour. More broadly, household vulnerability and limited access to basic services in the target communities should be addressed in an effort to reduce and eradicate child labour.

## Conclusions

Overall, this assessment found that children's work and child labour are very common occurrences in the target communities in East Darfur and West Kordofan. Children start working young, and often support family businesses, household production, or are employed by other community members that their parents know. While most children continue to attend school, their schoolwork is often negatively impacted by working long hours, carrying heavy loads in the heat and dust.

Besides contradicting laws and policies that govern child labour, capacity in the enforcing government bodies is low, and they are unable to take action unless a case is reported to them directly. Other factors that contribute to child labour include widespread poverty, limited access to basic services and social protection services, displacement, informality of employment agreements of children, and persisting social norms and attitudes. All three of these factors should be addressed in order to successfully reduce and eradicate child labour in the target communities.

## Recommendations

- At legal and policy level, it is recommended that the ILO support the TGoS and the future government of Sudan with a thorough review of the laws and policies preventing child labour and the worst forms of child labour to bring them fully in line with international standards. For such a review it is essential that the updated rules and regulations are reflected in all legislative instruments pertaining to child labour, including the Labour Law, the Federal Child Act, and the articles pertaining to Education in the Interim Constitution. Such a review should include a list of hazardous types of work, lists of light work or acceptable work, updating of the maximum hours children can work, and updating laws and policies on internship, apprenticeship and informal training arrangements.
- The mechanism that ensures the **implementation of rules and regulations** and works to prevent child labour and the worst forms of child labour, set up by the Government of Sudan (between 2007 and 2017) and supported by UNICEF, is sound in essence. However, the ILO or other relevant agencies should continue to advocate for sufficient budget allocation to State and local-level government for the prevention of child labour and the worst forms of child labour, and should increase or continue support to local level FCPU's to ensure their capacity is sufficient to effectively respond to and prevent child labour and the worst forms of child labour.
- It is recommended that two kinds of **awareness sessions** be conducted with regards to the prevention and eradication of child labour and the worst forms of child labour. Firstly, a wide range of community stakeholders (community leaders, employers, teachers, parents, community committee members, community volunteers and children) should be included in awareness sessions of the (reviewed or existing) policies and regulations pertaining to labour, specific limitations to children's work, compulsory



education, and awareness and guidance for accessing basic services, social protection services and child protection services. Secondly, stakeholders responsible for implementing the rules and regulations pertaining to child labour and the worst forms of child labour, including government officials, social workers, FCPUs, police officers, and community leaders, should receive similar awareness sessions on the applicable rules and regulations, as well as the wide range of factors that contribute to child labour or protect children from child labour. Such sessions should be paired with training sessions on how to consider this wider range of factors in the existing approach to preventing child labour; government duty-bearers should receive training to support informed and comprehensive response to child labour cases that take into consideration all factors that contribute to child labour.

- ▶ In support of efforts directly aimed at eradicating and preventing child labour in the target communities, **broader community interventions** that aim to improve livelihood opportunities, economic development and access to basic and social protection services are recommended. The PROSPECTS partnership is a good example of efforts aimed at inclusive and sustainable community development; such efforts contribute to the reduction of household vulnerability levels and will reduce the need for children to contribute to the household income.
- ▶ Another, more immediate solution to reduce household need for additional income through child labour is to advocate for or implement additional school meal programming. Community members in most of the FGDs indicate that this method has been highly successful in combating child labour, the worst forms of child labour, and increasing school enrolment of school age children.
- ▶ Because the main contributing factors to child labour in the target communities of this study are systemic, rather than related to very specific community dynamics, it is unlikely that these factors vary greatly across Sudan. For this reason, it will probably not be necessary to conduct additional research into contributing and protective factors in other areas in Sudan. Instead, in **future studies**, the ILO should attempt (in cooperation with and with the approval of the TGoS or future government of Sudan) to further study the dynamics of the worst forms of child labour, including child trafficking, children in armed forces, enslavement of children and the sexual exploitation of children.
- ▶ While the findings of this assessment do not indicate that increased school enrolment would contribute to the reduction of child labour in the target locations, adequate educational services in all the target communities are lacking. This lack of educational opportunities is highlighted as one of the key needs in most of the focus group discussions. Therefore, it is recommended that the Ministry of Education increase its efforts to find alternative modes of education that allow the inclusion of pastoralist children in the formal education system. For example, this could be done by increasing the capacity of mobile education units.



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## ► Abbreviations

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<b>CLWD</b>	Child living with disabilities	<b>PLWD</b>	Persons living with disabilities
<b>CRC</b>	Convention on the Rights of the Child	<b>PROSPECTS</b>	Partnership for improving prospects for forcibly displaced persons and host communities
<b>FCPU</b>	Family and Child Protection Unit	<b>RCSI</b>	Reduced Coping Strategy Index
<b>FDP</b>	Forcibly displaced person	<b>RSF</b>	Rapid Support Forces
<b>FGM</b>	Female genital mutilation	<b>SAF</b>	Sudanese Armed Forces
<b>HC</b>	Host community	<b>SDG</b>	Sudanese pound
<b>HH</b>	Household	<b>SGVB</b>	Sexual and gender-based violence
<b>HRP</b>	Humanitarian Response Plan	<b>SPLM-N</b>	Sudan People's Liberation Movement - North
<b>ICC</b>	Intra-cluster correlation	<b>TGoS</b>	Transitional Government of Sudan
<b>IDP</b>	Internally displaced person	<b>TMC</b>	Transitional Military Council
<b>IDI</b>	In-depth interview	<b>TVET</b>	Technical and Vocational Education and Training
<b>IFC</b>	International Financial Corporation	<b>UNHCR</b>	United Nation's Refugee Agency
<b>IGA</b>	Income generating activity	<b>UNICEF</b>	United Nations Children's Fund
<b>ILO</b>	International Labour Organization	<b>US</b>	United States of America
<b>KII</b>	Key informant interview	<b>WFP</b>	World Food Programme
<b>MICS</b>	Multiple indicator cluster survey		
<b>NCCW</b>	National Council for Child Welfare		
<b>OCHA</b>	United Nations Office for the Coordination of Humanitarian Affairs		



# Introduction

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Supported by and in partnership with the Kingdom of the Netherlands' Ministry of Foreign Affairs, the International Labour Organization (ILO), United Nations Refugee Agency (UNHCR), the United Nations Children's Fund (UNICEF), the International Finance Corporation (IFC), and the World Bank are implementing PROSPECTS, the partnership for improving prospects for host communities and forcibly displaced persons in Sudan, Egypt, Ethiopia, Iraq, Jordan, Kenya, Lebanon, and Uganda. Between 2019 and 2023, the PROSPECTS partnership in Sudan aims to achieve sustainable improvements in the well-being and independence of forcibly displaced persons (FDPs) and host communities (HCs) by supporting education, livelihoods and protection.

Limited information is available on child labour in Sudan. The studies that have recently been conducted in the PROSPECTS target states, East Darfur and West Kordofan, often focused on FDP communities rather than HCs, and cover topics such as household activities and livelihoods. They do not, however, include child labour issues. While some evidence<sup>1</sup> suggests that child labour in Sudan correlates with household size, household income and educational status, it is impossible to estimate the magnitude, prevalence and distribution of child labour across economic sectors and occupations, let alone in the PROSPECTS target locations.

Against this background, the ILO commissioned Consilient to conduct an assessment aimed at improving the knowledge base on child labour among FDPs and host communities in East Darfur and West Kordofan to contribute to PROSPECTS programme design and identify effective programme and policy interventions. Specifically, the assessment aims to:

1. provide evidence on the magnitude of children's work and child labour in the FDPs and HCs in East Darfur (Ed Daein, Assalaya and El Nimir), and West Kordofan (El Fula, Keilak-Kharasana and El Meriam), and on conditions of work, main hazards and the socio-economic environment where child labour occurs;
2. identify what are the main factors at the household and community levels that push children into child labour, and what are those that prevent children from working (protective factors);

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<sup>1</sup> UNICEF.





Displaced children fetch water using a submerged hand pump. © UN Photo/Tim McKulka

3. assess gender differences with regard to children's activities (school attendance, work, activities or task performed, performance of household chores, social and cultural norms regarding the role of girls and boys, and so on); and
4. provide recommendations on how to decrease, eliminate and prevent child labour in HC and FDP populations in East Darfur and West Kordofan states.

In January 2021, Consilient completed data collection for this child labour assessment in Khartoum, East Darfur (Ed Daein, Assalaya and El Nimir), and West Kordofan (El Fula, Kharasana-Keilak and Al Meiram) in conjunction with data collection for the PROSPECTS Sudan Baseline Survey. In total, Consilient's team collected 1,172 quantitative household surveys, 64 qualitative key informant interviews (KIIs), and 32 in-depth interviews (IDIs). The analysis was completed in March 2021. This report presents the key findings, conclusions, and recommendations.



# National context

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On 11 April 2019, President Omar Al Bashir was removed from power after ruling Sudan for nearly 30 years and replaced by a Transitional Military Council (TMC). In September of the same year, the Transitional Government of Sudan (TGoS) was formed in response to ongoing calls for the establishment of a civilian-led government. The TGoS, headed by Prime Minister Abdullah Hamdok, is pursuing a new social contract with the people of Sudan by prioritizing peace and socio-economic reform. For 2020, the TGoS doubled the national health and education budgets and plans to invest in basic social services.

In 1993, Sudan was placed on the United States list of State Sponsors of Terrorism, cutting Sudan off from international banking, financial systems and trade linkages. While a number of sanctions and the trade embargo were lifted in 2017, Sudan's status as a State Sponsor of Terrorism was finally lifted in December of 2020. Although sanctions have been removed, Sudan is still facing the consequences of years of economic stagnation and underinvestment. Complicating economic recovery has been the loss of oil-producing regions (with the secession of South Sudan) which had been for many decades the main driver of growth in the Sudanese economy. Together, these issues have resulted in the decline of industrial and service sectors as well. It is important to note that more than 80 per cent of the Sudanese population relies on the agricultural sector, which has been hampered by soil degradation, desertification, a lack of water for irrigation, and limited transportation or market networks. On top of that, decades of limited investment and underdevelopment have resulted in weak service sector infrastructure(s), with huge disparities between rural and urban areas.

Since the beginning of 2018, Sudan has been experiencing an acute economic crisis. Due to the depletion of Sudan's foreign exchange reserves under the former regime. The government was no longer able to subsidize the imports of fuel, food, and pharmaceuticals. More recently, economic crisis is characterized by hyperinflation, which went up to 163 per cent in December of 2020. Ultimately, the crisis led to the TGoS devaluing the Sudanese pound (SDG) from 55 pounds to 1 US dollar to 375 pounds to 1 dollar in February 2021. Over the last 18 months, inflation has strongly affected the price of basic commodities such as food and medicine and has led to a sharp increase in household vulnerability. In 2020, about 9.3 million people required humanitarian support. In addition, the inflation rates in combination with a fixed USD exchange rate, and other capital controls also hampered development; development activities funded by international donations were spent on inputs and resources against the parallel rate.

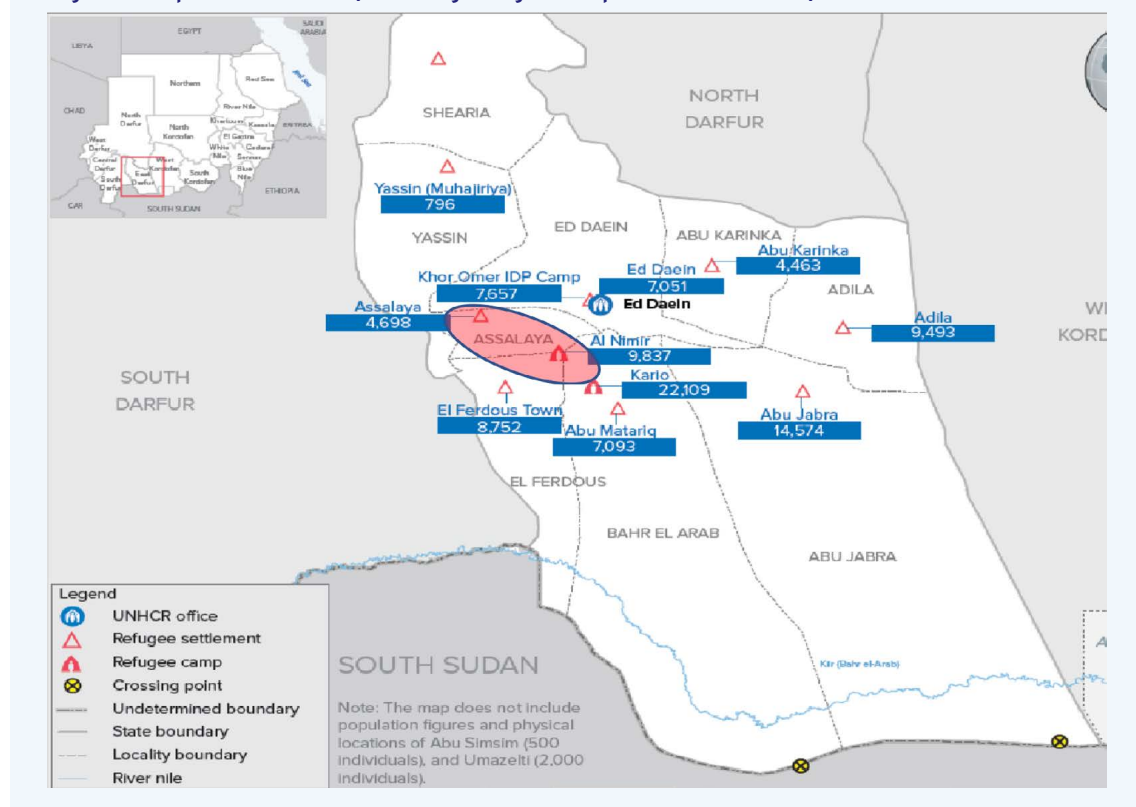


Finally, economic recovery in the country has been adversely affected by the impact that the COVID-19 pandemic has had on global systems. Sudan was one of the first countries in eastern Africa to register its first COVID-19 case (12 March 2020). To their credit, the TGoS was quick to implement a number of prevention methods that include early diagnosis and contact tracing, risk communication, social distancing, quarantine and isolation, as well as international and in-country movement restrictions. Despite these efforts, COVID-19 has had an unprecedented social and economic impact on Sudan, and as a result of the pandemic, exports fell, prices of basic commodities increased, and unemployment rates worsened dramatically. The outbreak of COVID-19 in Sudan stresses the already inadequate access to safe water, sanitation and good hygiene practices, and further challenges Sudan's strained public health preparedness and response systems.

## ► Target locations: East Darfur

East Darfur is bordered by South Darfur, North Darfur and West Kordofan, and shares an international border with South Sudan. More than half of the population (61 per cent) resides in rural areas, about 23 per cent is considered nomadic pastoralist, and 16 per cent lives in urban settings. There are 2,172,108 FDPs living in East Darfur, of whom 76,890 are refugees and 60,396 internally displaced persons (IDPs). IDPs in East Darfur have fled inter-ethnic conflict (between Arab tribes, and non-Arab tribes including the Fur and Zaghawa) within the State and in surrounding states. Most refugees (68 per cent) reside among host communities in self-settlements. Others live in the two main refugee camps in East Darfur: Kario and El Nimir. The main economic activities in East Darfur include agriculture, livestock rearing and trade; about 84 per cent of the inhabitants of East Darfur rely on national resource-dependent livelihoods. The population suffers from low social indicators, insufficient access to government structures and service delivery, and have limited access to labour markets, while refugees and IDPs face discrimination from the host community. The PROSPECTS partnership has selected El Nimir camp and villages and smaller settlements surrounding Assalaya settlement as target locations for programming in East Darfur.

► Figure 1. Map of East Darfur (including refugee camps and settlements)





Tensions between different community groups in East Darfur have long been heightened by tribal conflicts and disputes over natural resources. Especially in Assalaya, communities often live segregated from each other, and harmful stereotypes of IDP communities (they were referred to as “bloodsuckers” by host community members during data collection) persist. In addition, attacks by host community members (often belonging to nomadic pastoralist tribes) against IDPs and sometimes refugees are frequent. During the two weeks Consilient spent in Assalaya, two attacks took place. Such attacks often leave victims severely injured. In addition, El Nimir camp has some security issues related to food insecurity within the camp. Most qualitative interview respondents note that El Nimir lacks sorghum, and the community is suffering because of the reduction of assistance from the World Food Programme (WFP). In August 2020, WFP cut the food rations by 30 per cent because of funding restrictions. This has caused great distress in El Nimir camp. Consilient’s researcher in East Darfur stressed that the cutting of WFP support was the main concern during most of the qualitative interviews, including the discussions with children. As a result of the reduction of support, regular armed robberies take place immediately after distributions.

The visibility of government (in services and decision-making), and security forces in the PROSPECTS target locations is very low. While State governments are still engaged in making state-wide policy decisions and are responsible for providing basic services (including electricity, access to water and basic education services) such efforts usually do not reach remote areas such as El Nimir Camp and Assalaya.

In El Nimir camp, where international organizations provide most of the basic services, no police force is present at all, and too few security forces are available to protect the camp. Community members in the camp rely solely on community leaders and the camp administration whenever security threats arise. This is less clear in Assalaya, but it is expected that the presence of security in this community is also lower than what is provided in West Kordofan project locations. Within communities, many respondents see traditional community leaders and community committees as the most important (informal) decision-making bodies. Community leaders are normally involved in conflict resolution between clans (often over land), and in personal disputes. Community committees in both states play a key role in coordinating some of the communities’ service delivery and assistance provided by the Zakat Chamber and the international community. In some cases, these communities are also involved in basic conflict resolution.

## ► Target locations: West Kordofan

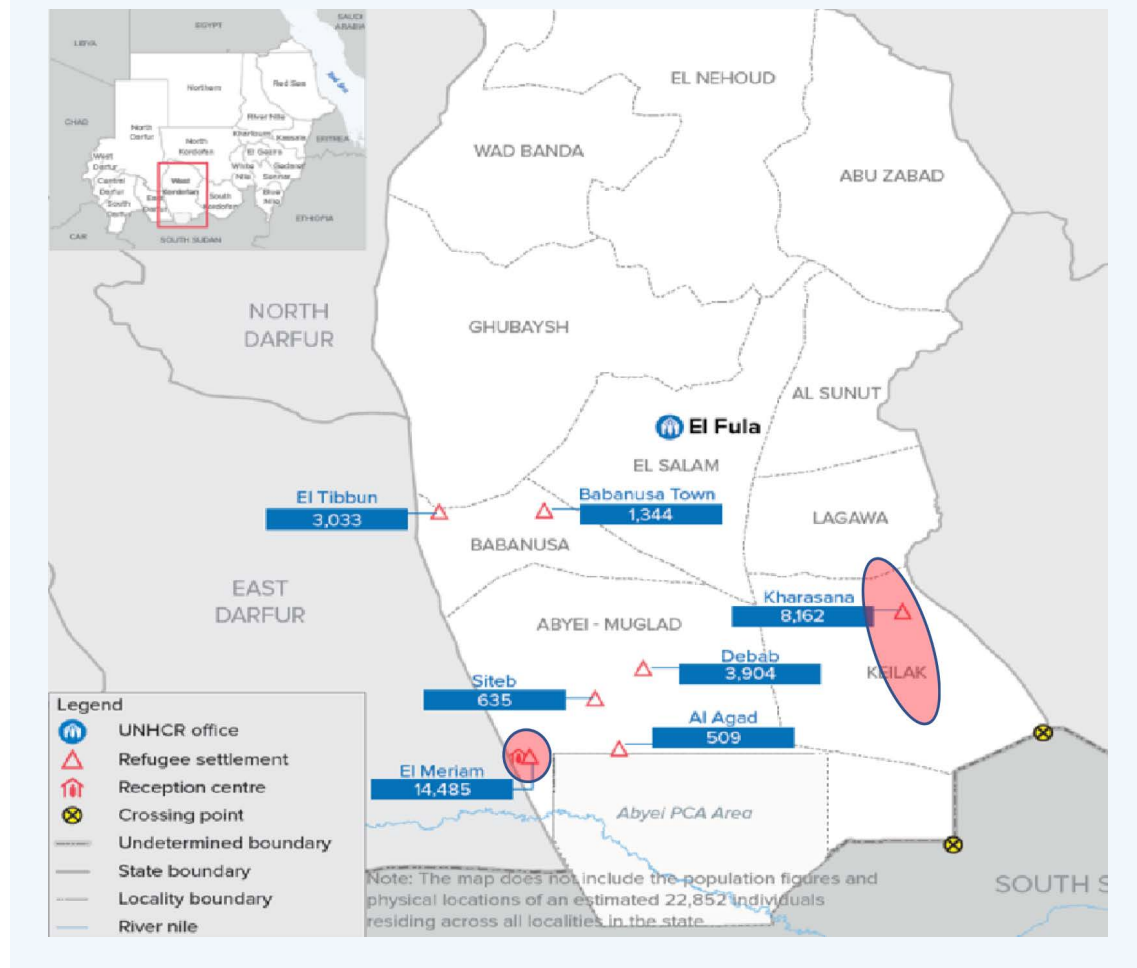
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West Kordofan borders North Darfur, North Kordofan, East Darfur and South Kordofan; the State borders the contested area of Abyei and shares an international border with South Sudan. The population of West Kordofan is estimated at 1.3 million; the State hosts 86,535 IDPs and 60,987 refugees (from South Sudan). IDPs in West Kordofan have often fled interethnic fighting (between nomadic pastoralist tribes and IDP communities) within the State or in the neighbouring South Kordofan. All refugees reside in self-settlements that are often remote and dislocated from the State capital, El Fula. Most of the population of West Kordofan lives in rural areas (60 per cent), about 70 per cent of the inhabitants are farmers, and around 25 per cent of the population is nomadic pastoralist. Like East Darfur, West Kordofan has limited economic and livelihood opportunities, low social indicators and poor access to government services, and there is fierce resource competition between farmers, nomadic pastoralists and FDP populations. The PROSPECTS partnership has selected Keilak/Kharasana and Al Meiram settlements as target locations for programming in West Kordofan.



Communities in West Kordofan appear to have stronger social cohesion than those in East Darfur. Most KII and IDI respondents indicate that HCs, FDP communities and nomadic pastoralist communities in the target locations live together in peace, although occasional reports confirm the findings of an ACLED study<sup>2</sup> that there are some armed attacks on FDP communities, and that displacement, at least in the past, did cause tension between FDP communities and HCs. These attacks against IDP farmers tend to increase during migration seasons, with one attack that injured 18 and destroyed 200 houses in May 2020.

► Figure 2. Map of West Kordofan (including refugee settlements)



The presence of government (provision of basic services and decision-making), and security forces in the PROSPECTS target locations is very low; communities living in Al Meiram are almost completely detached from the State government in El Fula. While State governments are still engaged in making state-wide policy decisions, and are responsible for providing basic services, such efforts usually do not reach remote areas. In West Kordofan, there is a present and active police force that community members prefer to use in case of criminal violations. Within communities, many respondents see traditional community leaders and community committees as the most important (informal) decision-making bodies. Community leaders are normally involved in conflict resolution between clans (often over land) and in personal disputes. Community committees in both states play a key role in coordinating some of the communities' service delivery and assistance provided by the Zakat Chamber and the international community. In some cases, these communities are also involved in basic conflict resolution.

2 ACLED, *Riders on the Storm: Rebels, Soldiers and Paramilitaries in Sudan's Margins*, 2020.



## ► Drivers of child labour in existing research

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Existing literature on Sudan points to a number of “drivers” of child labour. Multiple indicator cluster surveys (MICSs) were developed by UNICEF in the 1990s as an international household survey programme to collect internationally comparable data on a wide range of indicators on the situation of children and women in the areas of health, education, water and sanitation. It also serves as an instrument to measure progress towards the achievement of national and international commitments for the well-being of children and women. The most recent MICS in Sudan was conducted in 2014. It also included data on child labour. The MICS 2014 estimates that 25 per cent of children aged 5–17 work in Sudan. From the report, it is not clear if this figure includes household chores performed by children, nor does the report include any data on the worst forms of child labour.

The UNICEF Final Evaluation Report of 10 years Justice for Children Programming in Sudan also found that **poverty** influences the decision of parents to send their children to work, but the inverse is equally true: **ownership of assets**, such as landholdings, farms or businesses could also increase child labour. Moreover, it found that absence from school exposes children to additional risks, violence and potential recruitment in armed forces. Throughout the implementation, UNICEF received reports of child labour, where children were working in artisanal gold mines and on farms. In addition, the UN verified the forcible recruitment of children by the Rapid Support Forces (RSF) in Darfur during demonstrations, and child soldiers under the age of 15 to take part in hostilities in Yemen.<sup>3</sup>

The US Department of State, Bureau of Democracy, Human Rights and Labor produces Country Reports on Human Rights Practices each year, including for Sudan. The most recent report (2019) found that child labour most commonly took place in the **agricultural sector** and other areas of the **informal sector** (such as shoe-shining, car-washing, collecting medical and other resalable waste, street vending, begging, construction and other unskilled labour). Children active in the informal sector are vulnerable to chronic illnesses and car accidents. The report further confirms previous UNICEF findings of children engaged under dangerous working conditions including carrying heavy loads, long hours, late at night, in confined spaces, with exposure to high temperatures, and in some commercial sectors they are exposed to dangerous chemicals such as mercury (gold mining). Lastly, the Human Rights Country Report indicates that there were unverified accounts of the use of child soldiers by the Sudan People's Liberation Movement – North (SPLM-N).<sup>4</sup>

The US Department of State, Office to Monitor and Combat Trafficking in Persons, also writes annual country reports on Trafficking of Persons. The latest report for Sudan was published in 2020 for the year 2019. Even though Sudan adopted the Combating Human Trafficking Act in 2014 that aimed to eliminate forced labour, exploitation of human traffickers of domestic and foreign victims continues in Sudan, as well as the exploitation of victims from Sudan abroad. In Khartoum, traffickers subject children (Sudanese and unaccompanied migrant children) to forced begging, forced labour and sex trafficking. In addition, criminal groups exploit Sudanese women and girls, IDPs and those from rural communities, in particular in domestic work and sex trafficking. The report also includes unverified reports of recruitment of child soldiers by the Sudanese Armed Forces (SAF) in 2018, and by the RSF to serve as combatants in Yemen. Verification of such reports was difficult, because the SAF denied observers access to conflict areas in Darfur.<sup>5</sup>

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3 UNICEF, Final Evaluation Report: Independent Evaluation.

4 Country Reports on Human Rights Practices for 2019.

5 US Department of State, Office to Monitor and Combat Trafficking in Persons, *2019 Trafficking in Persons Report: Sudan*, 2020.



## Displacement

Displacement, and limited access to services and to livelihood opportunities, put children at higher risk of engaging in income-generating activities and dropping out of school. Displacement in Sudan is highly complex. In the Humanitarian Response Plan (HRP) of 2020, the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) identified 3.6 million FDPs in Sudan, besides 9.8 million vulnerable host community members requiring humanitarian assistance.<sup>6</sup> Forcibly displaced communities include 1.1 million refugees from South Sudan, Chad, the Central African Republic, the Democratic Republic of Congo, Eritrea, Ethiopia, Somalia, Syria and Yemen. Moreover, another 2.5 million people remain internally displaced in Sudan as a result of long-term recurring conflict, caused by unresolved and inter-communal clashes, aggravated by small arms proliferation and the presence of heavily armed tribal militias. It is important to note that, while allowed to work, FDP populations often reside in rural out-of-camp settlements located in remote underdeveloped areas with limited resources, infrastructure and basic services.<sup>7</sup>

Prolonged displacement has exacerbated violations of the rights of FDP children. FDP children are at higher risk of physical and sexual and gender-based violence (SGBV), child labour and trafficking, in addition to loss of property and livelihoods. Often, they also have limited access to basic services, including protection services. The mobility of the communities that FDP children belong to poses additional challenges on collecting data to inform the design of interventions, and to inform the tracing of children that are in need of assistance.

## Access to services

Decades of underinvestment have severely undermined service provision in Sudan. In terms of the education sector, almost 3 million children in Sudan are out of school, and educational service provision is weakest in the areas that host the most FDP populations. Major obstacles to attending school include relatively high costs of schooling (including transportation, purchasing of books, purchasing of uniforms, and so on), a lack of classrooms, social norms, and child marriage. Nationally, 76 per cent of children of primary school age, and only 28 per cent of those of secondary school age, are enrolled in school. In the Darfur states, South and West Kordofan, and Blue Nile, school enrolment rates are very low (47 per cent). In addition to this, most schools in Sudan closed as a result of the COVID-19 pandemic, leaving 6.6 million children out of school without alternative learning opportunities.

The key challenges affecting the access and quality of education and skills development among vulnerable HC and FCP children and adolescents include: poor infrastructure owing to decades of underinvestment and conflict; low quality of education leading to poor learning outcomes; a high number of out-of-school children, including FDP and vulnerable hosts requiring support to enter and remain in education; outdated curricula and limited teacher capacity; inadequate technical and vocational education and training (TVET) services; weak school-to-work transition; barriers to girls' education; and exclusion of children with disabilities because schools are too far away.<sup>8</sup>

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6 OCHA estimates that, in total, 13.4 million people are projected to need humanitarian assistance in Sudan, including 2.5 million IDPs, 1.1 million refugees (remainder would be 9.8 host community members). Source: Humanitarian Response Plan Sudan 2021.

7 UNHCR.

8 PROSPECTS Partnership: Multi Annual Country Programme 2020.



## Child protection

Prevailing negative social norms and harmful practices, including female genital mutilation (FGM), child marriage and significant legal and institutional barriers put children and adolescent girls at risk. In East Darfur and West Kordofan in particular, women aged 20–49 were often married before they turned 18 (41 per cent in East Darfur and 57 per cent in West Kordofan). And while FGM was criminalized in April 2020, its prevalence has been extremely high in East Darfur (93.8 per cent) and West Kordofan (93.6 per cent).

While the National Council on Child Welfare (NCCW) strives to ensure that all children are protected, a lack of harmonization between the federal and state-level legal provisions, and a lack of adequate institutional and implementation capacity among duty-bearers, remain. For example, about one-third of the children in Sudan do not possess birth certificates. In East Darfur, only 35.5 per cent of the children are registered at birth, and in West Kordofan this applies to 47.8 per cent of the children.<sup>9</sup> As a result, they face difficulties registering for schools, retracing family members, determining their age for marriage (for girls in particular), and may become stateless if they are refugee children born in Sudan. A quarter of the children engage in child labour, which is also linked to poverty, and lacking social protection and services.

UNICEF's Child Notice of 2016 noted that the Sudanese economic situation was contributing to the increase of child labour. It also points out that there is no official data on the worst form of child labour, and no data available on children involved in prostitution, sex work, drug dealing, child slave labour, or debt bondage and other forced child labour. Furthermore, at the time of writing the report, no agreement existed between the Ministries of General Education and Labour to ensure that working children had access to proper education. The NCCW shares the view that there is insufficient data on children's work and has criticized the non-enforcement of the Child Act with respect to child labour and the lack of accurate statistics on child labour in the country.<sup>10</sup>

In a nutshell, the key challenges affecting protection and inclusion are: weak institutional capacity of protection systems including data management; exclusion of FDPs from legal and social protection systems; discriminatory social practices affecting FDPs, women and PLWDs; high incidence of SGBV; negative social norms and practices, including child labour, FGM and child marriage, affecting girls and boys; and exploitation of vulnerable HC members and FDPs.

While some highly localized data on child labour exists, often derived from children protection project-related assessments that are not publicly available, no recent data is available that is nationally representative for Sudan. The most recent census of 2008 predates the secession of South Sudan, and, like the Multiple Indicator Cluster Survey of 2014, does not assess some of the most important demographic characteristics contributing to household vulnerability, such as ethnicity, migration status and nationality. It is of great importance that a nationally representative survey, or census, be conducted in Sudan as soon as possible. Such a survey should also account for all household characteristics that are of great impact on household vulnerability levels and risks faced by children in those households, including migration status, nationality and ethnicity. And even though UNICEF established that children's work is more prevalent among boys, and most often occurs in the Darfur states, not many details are known about the specific tasks that children perform in specific contexts, what the precise differences are between boys and girls, or HC of FDP children. This Child Labour Assessment aims to fill those knowledge gaps in the specific PROSPECTS target communities.

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9 UNICEF Sudan, "Child Protection 2019 Annual Report", 2020.

10 UNICEF the Netherlands, "Child Notice Sudan", 2016.



# Definitions of child labour

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## ► Legal and policy framework

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Sudan has ratified five of the core international human rights conventions: the International Covenant on Civil and Political Rights; the International Covenant on Economic, Social, and Cultural Rights, the International Convention on the Elimination of All Forms of Racial Discrimination; the Convention on the Rights of the Child (CRC) and its First Operational Protocol on the involvement of children in armed conflict; and the Convention to the Rights of Persons with Disabilities and its Operational Protocol. In addition, Sudan ratified the African Charter of Human and People's Rights, signed the Protocol to the African Charter of Human and Peoples' Rights on the Establishment of an African Court on Human and Peoples' Rights, ratified the Constitutive Act of the African Union, and is a founding member of the Intergovernmental Authority on Development. Lastly, Sudan ratified three of the Geneva Conventions, the two Protocols Additional to the Geneva Conventions, relating to the Protection of Victims of Non-International Armed Conflicts, and the Protection of Victims of International Armed Conflicts, and ratified the Optional Protocol on the involvement of children in armed conflict, with reservations.

After ratification of the CRC, the Government of Sudan also amended Child Act in 2010 to align largely with international standards (with the exception of provisions for FGM).<sup>11</sup> In 2020, however, FGM was criminalized by law by amending Criminal Law Article 141.

Specific to the ILO and Child Labour, Sudan has ratified the eight fundamental ILO conventions:

- C029: Forced Labour Convention (ratified in 1957), including P029 (ratified in March 2021, not yet in force)
- C098: Right to Organize and Collective Bargaining Convention (ratified in 1957)
- Equal Remuneration Convention (ratified in 1970)

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<sup>11</sup> United Nations, UNAMID, African Union, UNHCR, Human Rights Situation in Darfur, 2013, and Sida, Sudan Country Case Study: Child Rights, 2011.



- ▶ Abolition of Forced Labour Convention (ratified in 1970)
- ▶ Discrimination (Employment and Occupation) Convention (ratified in 1970)
- ▶ Minimum Age Convention (ratified in 2003)
- ▶ Worst Forms of Child Labour Convention (ratified in 2003)
- ▶ Freedom of Association and Protection of the Right to Organize Convention (ratified in 2021, will enter into force in 2022)
- ▶ The TGoS also ratified the C182 Tripartite Consultation (International Labour Standards) Convention in 2021. This convention will enter into force in 2022.

Three main international conventions together set the legal boundaries for child labour and provide the legal grounds for national and international actions against it:

1. ILO Minimum Age Convention, 1973 (No.138), which specify the minimum age for admission to work;
2. United Nations Convention on the Rights of the Child (CRC), 1990, which sets out the rights that must be realized for children to develop to their full potential;
3. ILO Worst Forms of Child Labour Convention, 1999 (No.182).

According to the ILO, child labour refers to work that is mentally, physically, socially or morally dangerous and harmful to children and/or interferes with their schooling by depriving them of the opportunity to attend school, obliges them to leave school prematurely, or requires them to attempt to combine school attendance with excessively long and heavy work. The worst forms of child labour involve children being enslaved, separated from their families, exposed to serious hazards and illnesses, and/or left to fend for themselves on the streets of large cities. This poses significant risks to girls in particular.

The worst forms of child labour are defined in Article 3 of ILO Convention No. 182 as:

- a. all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- b. the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c. the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- d. work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Work that is likely to harm the health, safety or morals of children is considered hazardous work or hazardous child labour. Guidance on some hazardous work activities which should be prohibited are included in Article 3 of ILO Recommendation No. 190:

- ▶ work which exposes children to physical, psychological or sexual abuse;
- ▶ work underground, under water, at dangerous heights or in confined spaces;
- ▶ work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
- ▶ work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
- ▶ work under particularly difficult conditions such as work for long hours or during the night, or where the child is unreasonably confined to the premises of the employer.<sup>12</sup>

<sup>12</sup> ILO, "What is child labour", [www.ilo.org/ipec/facts/lang--en/index.htm](http://www.ilo.org/ipec/facts/lang--en/index.htm).



While progress is being made by the TGoS to bring Sudanese law in line with international standards, the legal framework that governs child labour consist of conflicting laws and regulations. National legislation, the Sudan Labour Act of 1997 prohibits employment of children below the age of 16 but allows employment of children under the age of 12 in government-run training opportunities, schools, non-profits, businesses owned by the child's family, and contracts of industrial apprenticeships. The labour law also limited the total working hours for the working age population at 40 hours per week.<sup>13</sup> In 2021, the Labour Law will be revised to establish a minimum working age of 14 years old. In addition, Chapter 2 and Article 13 of the 2005 Interim Constitution in Sudan provides that all children living in Sudan have the right to education, and education is compulsory for children aged 6-13 years old.<sup>14</sup>

In 2008, the Sudanese government passed the National Council for Child Welfare Act that founded the National Council for Child Welfare (NCCW), and the Armed Forces Child Rights Unit was established by the Ministry of Defence to protect children from being used and recruited in armed conflict, in combination with the drawing up of the National Strategy for Reintegration of Children Associated with Armed Forces and Groups.<sup>15</sup> In 2010, the Federal Child Act of 2010 repealed the 2004 Child Act. As part of the Federal Child Act, the multi-sectoral National Mechanism (NM) responsible for the Family and Child Protection Units (FCPUs) designed to bring together essential justice services for children in contact with the law, other justice actors (police, prosecution, judiciary) and ministries.

The Federal Child Act (2010) defines working children as persons between the ages of 14 and 18. It prohibits child labour (Articles 36 and 37), employment or participation of children in military actions (Article 43), the use of children in prostitution and pornographic materials (Article 45), and employment of children in forced labour, including trafficking of children in slavery (Article 46). The Federal Child Act prohibits children younger than 14 from working, except in agricultural work that is not dangerous or harmful to their health. No minimum age is set for agricultural work by law. The law also prohibits employment of children between 6 p.m. and 8 a.m. Minors are allowed to work for seven hours per day, interrupted by one hour of rest, therefore children cannot work for more than four consecutive hours, overtime, during weekly periods of rest, or on official holidays. Employers are not allowed to waive, postpone, or reduce annual leave entitlements for minors.<sup>16</sup>

In qualitative interviews, the NCCW reported that, in 2021, a new regulation was passed that contained specific criteria and conditions that apply to children's work. It also identified 61 jobs that were prohibited for children under the age of 18, and some conditions to ensure the safety of children in the workplace.<sup>17</sup> Consilient was not, however, able to find any record or more detailed documentation on this regulation.

Sudan has different entities addressing the needs of children in contact with the law. The Ministry of Labour and Social Affairs is responsible for enforcing child labour laws. In 2019, however, implementation and supervision provided with regards to child labour laws was found to be insufficient, and fines were too low to pose serious deterrents for employers.<sup>18</sup> The NCCW, supervised by the Ministry of Welfare and Social Security, is the primary responsible body that follows up on the implementation of the Federal Child Act.<sup>19</sup>

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13 Save the Children, "Children's Rights in the Sudan: An Analysis Based on the CRC Reports", 2006.

14 Federal Ministry of Education, "General Education Sector Strategic Plan 2018-2023", 2019.

15 UNICEF, "Final Evaluation Report: Independent Evaluation of 10 Year Justice for Children Programming in Sudan 2007-2017 with Focus on the Family and Child Protection Units", 2019.

16 US Department of State, Bureau of Democracy, Human Rights and Labor, "Country Reports on Human Rights Practices for 2019: Sudan", 2020.

17 KRT-KII-05.

18 US Department of State, "Country Reports on Human Rights Practices for 2019: Sudan", 2020.

19 Country Reports on Human Rights Practices for 2019.



## ► Measurement of child labour

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Based on the ratified international conventions and Sudanese national legislation, this assessment sets out the parameters for the measurement of children's work and child labour as follows:

**Children's work** consists of paid or unpaid activities performed by children under the age of 18 permitted by Sudanese legislation and the international conventions ratified by Sudan. As such, children engaged in children's work are those who are:

- aged 12 or 13, employed in non-hazardous agricultural activities (all other paid or unpaid activities are considered as child labour);
- aged 14 to 17, performing paid or unpaid activities between 8 a.m. and 6 p.m. only, for no more than seven hours per day broken by one hour of rest, for no more than four consecutive hours, not working overtime, not working during weekly periods of rest, and not working on official holidays.

**Child labour** consists of paid or unpaid activities performed by children under the age of 18 that are NOT permitted by Sudanese legislation and the international conventions ratified by Sudan. Therefore, in this assessment, children are considered to engage in child labour when they are:

- aged 5–11 and engaging in any paid or unpaid activities;
- aged 12 or 13 and engaging in paid or unpaid activities other than light agricultural work (light agricultural work should not expose children to harmful substances, such as pesticides, or excessive hours – more than 14 hours per week);
- aged 5–13 in hazardous household chores (for more than 21 hours per week);
- aged 14–17 years old engaged in hazardous occupations or activities.



# Findings

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This chapter includes a complete overview of the findings of this child labour assessment. First, it provides an overview of key demographic information at household level and on the randomly selected children in the sample. The second section gives a detailed description of the characteristics of children's work in the target locations. The last sections identify key contributing factors, protective factors, and the roles, responsibilities and capacities of key stakeholders.

## ► Demographics

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Table 1 provides an overview of the composition of households in the target locations, including household dependency ratios.<sup>20</sup> Dependency ratios present the percentage of household members of working age (that can financially contribute to the household income) as a percentage of the total number of household members (all those dependent on the household income). Higher dependency ratios may indicate higher household vulnerability, as one working-age adult supports a relatively higher number of dependents with one income. The dependency ratio is particularly high for FDP households, and those in East Darfur in particular. For comparison, the average age dependency ratio in Sudan was 77.9 per cent in 2019 according to the World Bank.

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<sup>20</sup> With the data available it was not possible to calculate the dependency ratio based on the number of household members aged under 15 and those aged 65 and above as dependents of household members aged 15 to 64. Instead, the baseline assessment calculated the dependency ratio as the household members aged under 14 and 65 or older, depending on household members aged 14 to 64.



► **Figure 3. Demographics: key take-aways**

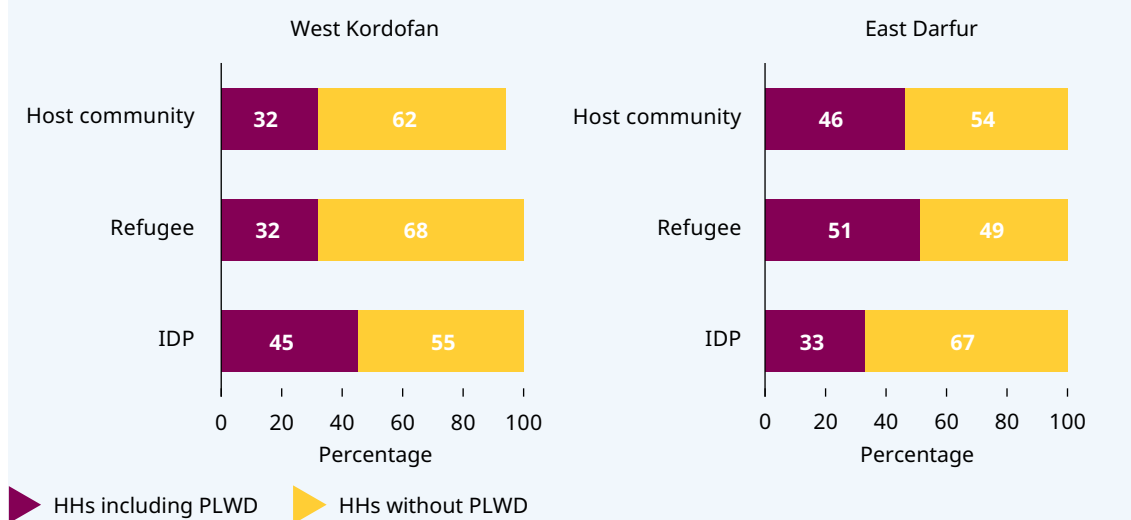
- Nearly all households in the target locations are highly vulnerable and most likely have household incomes that are far below the World Bank's absolute poverty line.
- The most important determinants for vulnerability are household status and the community households are located in: IDP and, to an extent, refugee households were found to be more vulnerable than HC households; and households in West Kordofan were found to be more vulnerable than those in East Darfur.
- In terms of food security, households in East Darfur are at higher risk than those in West Kordofan. This is a combination of presumed higher inflation and higher food price levels in East Darfur, and the switch of WFP assistance from in-kind to cash distributions.
- Other factors contributing to household vulnerability are limited access to services, households that have female heads of household, and households with heads of household that are illiterate or did not complete primary school.
- There are more children living with disabilities in East Darfur than in West Kordofan. With the data available in this assessment, it was not possible to explain this discrepancy. However, CLWDs were not significantly less likely to attend school.
- Community norms and illiteracy (and non-primary-school-completion) of heads of household negatively influence school attendance in the target communities.
- In West Kordofan, household income, household size and the absence of differentiation in household income sources negatively impact school attendance. In addition, refugee children face language barriers and often have to travel far to attend school, boys are more likely to drop out of school for work, and attendance of IDP children is negatively affected by school fees.
- In East Darfur, some schools remain closed because of the COVID-19 pandemic, and distance to schools forms a particular obstacle for girls (because of community tensions). Only illiteracy of the head of household negatively affected child school attendance.

► **Table 1. Household composition by State and migration status (n=1,172)**

	West Kordofan			East Darfur		
	HC HHs (n=292)	IDP HHs (n=77)	Ref. HHs (n=215)	HC HHs (n=260)	IDP HHs (n=153)	Ref. HHs (n=173)
Household size	9.4 (SD: 4.1)	8.1 (Sd: 3.1)	8.5 (SD: 2.7)	8.2 (Sd: 3.7)	6.9 (SD: 3.0)	6.8 (Sd: 3.0)
Number of children <5 yrs	1.4	1.6	1.6	1.1	1.0	1.0
Number of children 5–17 yrs	3.6	3.1	3.3	3.4	2.9	2.8
Number of adults 18–64 yrs	2.6	1.6	2.3	2.2	1.9	1.9
Number of elderly (>64 yrs)	0.2	0.4	0.2	0.2	0.1	0.1
Number of of PLWDs	0.4	0.8	0.5	0.6	0.4	0.6
Dependency ratio	93%	108%	109%	114%	122%	118%



► **Figure 4. Households with at least one PLWD household member by State and migration status (n=1,172)**



The household survey did not specifically inquire about disabilities of the head of household in the main sections of the survey. However, the employment sections conducted with randomly selected adult individuals did. Some of those selected individuals were also the head of household (46 per cent, n=535). Of those heads of household included in the employment section, 24 per cent (n=126) indicated they had a disability. This was higher among female heads of household (28 per cent, n=72) than among male heads of household (19 per cent, n=53), and higher in East Darfur than in West Kordofan (in line with the data on household composition above). Disability among heads of household is particularly high among HC heads of household (28 per cent, n=39) and refugee heads of household (39 per cent, n=42) in East Darfur. Of those heads of household living with disabilities, most (49 per cent, n=36) have difficulties seeing, followed by difficulties walking or climbing steps (40 per cent, n=29), and difficulties hearing (21 per cent, n=15).

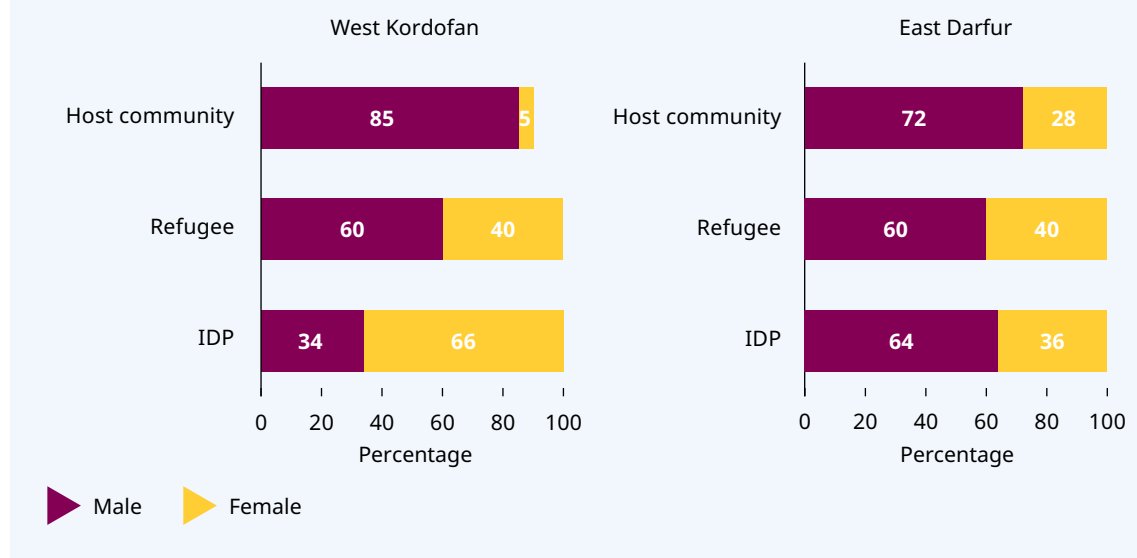
## Heads of households

The following looks at some of the key characteristics of the head of the household: gender, literacy and primary school completion. This section maps the share of households headed by women because they are perceived as particularly vulnerable. Literacy and primary school completion are included because household members living in households with a head of household that did not attend school are far more likely to live in poverty.

Figure 5 shows that the gender distribution of the heads of household by state and by migration status differ. FDP households are almost twice as likely to have a female head of household than their HC counterparts; 42 per cent (n=263) of the FDP households are headed by women, while this is 22 per cent (n=119) for HC households. In East Darfur, little variation was found between Assalaya and El Nimir. Refugee and IDP households are only slightly more likely to have female heads of households than HC households because of recurring ethnic conflict in East Darfur that HCs are involved in. As a result, many households lost male household members, including heads of household. In West Kordofan, the discrepancy between HC households and FDP households is even larger as a result of interethnic conflict in the state; IDP households in Al Meiram are most likely (73 per cent, n=16) to have female heads of household, followed by Keilak/Kharasana (64 per cent, n=35).

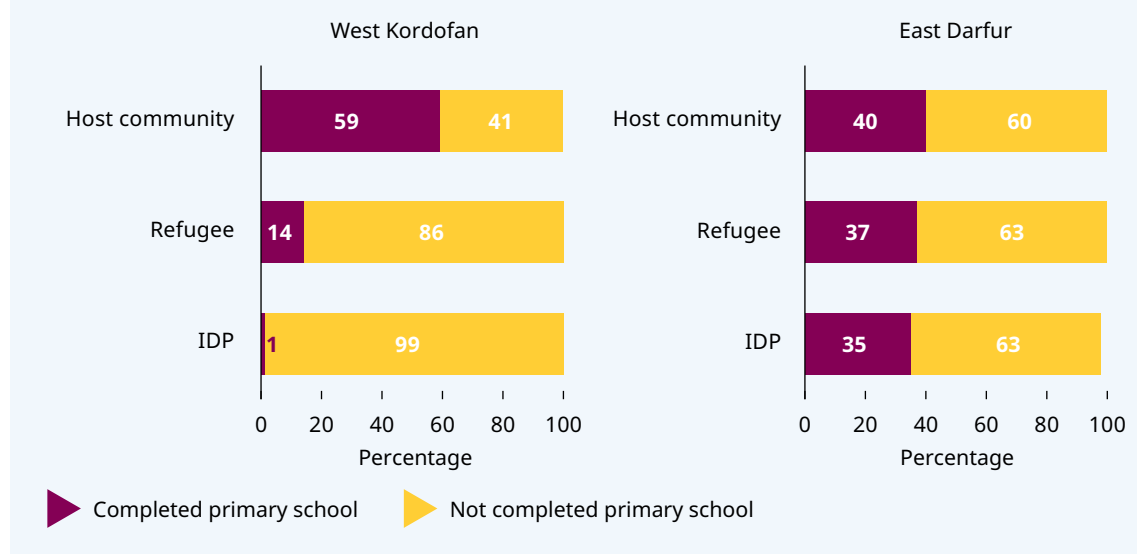


► **Figure 5. Head of household gender by State and migration status (n=1,172)**



Primary school completion is relatively low among heads of households in each of the target communities (see figure 6). Primary school completion among heads of household in FDP communities in Assalaya is particularly low. Here, 77 per cent (n=57) of the IDP heads of household, and 86 per cent (n=31) of the refugee heads of household have not completed primary school. In West Kordofan, Meriam showed the largest discrepancies between HC households and FDP households: HC heads of household have not completed primary school in 30 per cent (n=55) of the cases, compared with 84 per cent (n=104) of FDP heads of household. In each of the target locations, and in each of the target groups, female heads of household are significantly less likely to have completed primary school. These findings correspond with the literacy rates of heads of household in both communities. Where these are relatively similar between households of different migration status in East Darfur, HC heads of household in Meriam are far less likely to be illiterate than heads of household in Keilak/Kharasana (20 per cent, n=37, and 38 per cent, n=39, respectively) in West Kordofan.

► **Figure 6. Head of household primary school completion by State and migration status (n=1,172)**





## Vulnerability

To assess household vulnerability, the assessment took into consideration a variety of factors that may contribute to vulnerability levels of the household. Analysis was conducted both at the sample level with logistic regressions, as well as with t-tests for specific groups in specific communities. In the logistic regressions, the World Bank absolute poverty line and application of negative coping strategies were used as dependent variables (computing and results of the regressions are included in Annex 1 of this assessment). This way, the assessment highlights overall trends, as well as nuances at community level. Factors that may contribute to household vulnerability included in the analysis are:

- ▶ households with female heads of household;
- ▶ households of which the head of household has not completed primary school;
- ▶ households of which the head of household is illiterate;
- ▶ households with a dependency ratio of more than 100 per cent;
- ▶ households with a size of 9 or more household members;
- ▶ households with one or more PLWD household members;
- ▶ refugee households;
- ▶ IDP households;
- ▶ households with a household income below the absolute poverty line of the World Bank (US\$1.90 or 485 pounds per household member per day);
- ▶ households living in a specific target community (Assalaya, El Nimir, Kharasana/Keilak or Al Meiram);
- ▶ households without access or with access to only one source of income;
- ▶ households that do not possess assets;
- ▶ households that are unable to save each month;
- ▶ households scoring “high coping” in the Reduced Coping Strategy Index (RCSI).

There are two limitations to the analysis below. The first is that some factors that are likely to contribute to household vulnerability could not be included in the analysis because they were not part of the household survey. For example, the survey did not specifically inquire about factors such as registration or statelessness, physical violence or SGBV that some household may be at higher risk of. Though such factors are no less relevant and no less important to keep in mind when working in the target communities. In addition, too few households were receiving social protection services to be included in the regression. Not having access to social protection services, therefore, is considered an overall driver of vulnerability in each of the target communities.

Second, the HC and FDP samples were combined into one sample. As discussed in the research methodology, sampling of FDP households was conducted proportionately to the size of the community within states. Sampling for HC households followed a similar approach, in which population size was estimated based on Google Earth data. This means that both samples are representative for those specific population groups in the target locations, but a combined sample cannot be considered fully representative of a specific target community. They may, however, still provide some indication of what the main drivers of vulnerability are in the PROSPECTS target communities.

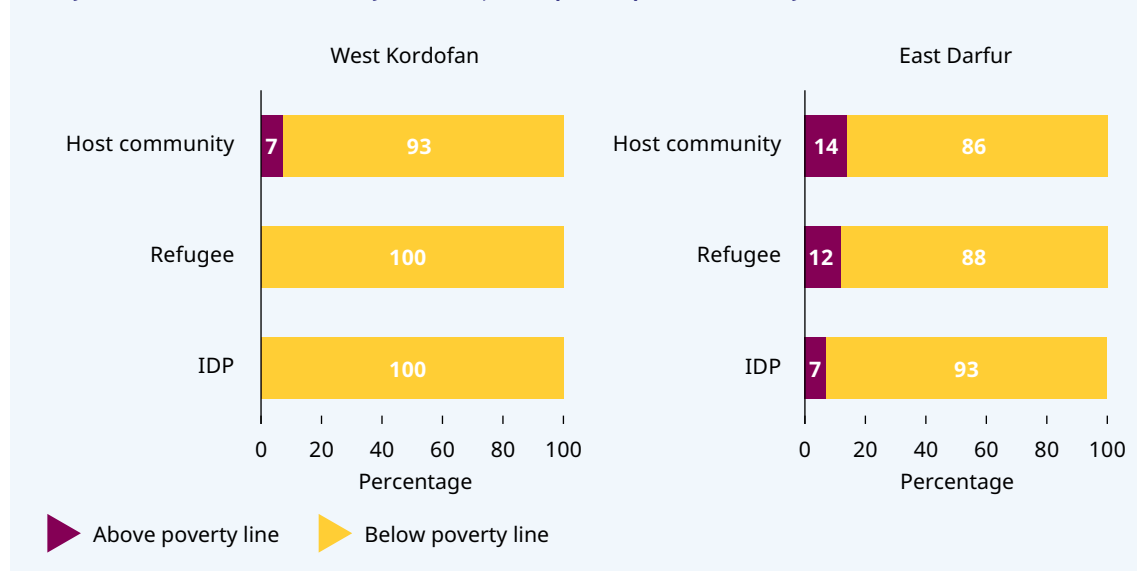
Overall, the regression analyses found that migration status, and the community households were living in, were the drivers that most strongly affected household vulnerability. Most often, IDP households were significantly more likely than refugee and HC households to have worse scores for the vulnerability factors. This is also the case for refugee households compared with HC households. Similarly, households living in East Darfur (households in Assalaya in particular) are significantly less likely to have concerning vulnerability scores than households in West Kordofan. The exception to this is household food security: households in East Darfur had significantly worse RCSI scores than households in West Kordofan. This may



indicate that the availability of food products is lower in East Darfur, or that the food price levels in East Darfur are much higher. In addition, disability, literacy and primary school completion of the heads of household, as well as household size and dependency ratios, did not prove to play significant roles in household vulnerability in the overall sample.

In terms of household income, 92 per cent (n=1,084) of the households in the Baseline Survey sample earn a household income below the World Bank absolute poverty line (see figure 7). On average, households earned 66 pounds or US\$0.26 per person per day, with a median of 46 pounds or US\$0.18 per person per day. In West Kordofan (61 pounds or US\$0.24), the average income per person per day is lower than in East Darfur (72 pounds or US\$0.28). HC households earn more per person per day (90 pounds or US\$0.35) than IDP households (40 pounds or US\$0.16), and refugee households (49 pounds or US\$0.19), as well as male-headed households (81 pounds or US\$0.32) compared with female-headed households (49 pounds or US\$0.19). Figure 7 provides an overview of the share of the households that earn above or below the World Bank absolute poverty line by state and by migration status.

► **Figure 7. Household income against the poverty line by State and migration status (n=1,172)**



In terms of the household's main source of income, households can be categorized as those that do not have a source of income at all (22 per cent, n=280), those that primarily rely on income-generating activities (43 per cent, n=497), those that receive money as support (from government, aid agencies or family) (21 per cent, n=240), and those that received income from loans, savings or the sale of assets (14 per cent, n=156). Those relying on aid, and those headed by women, are significantly more likely to earn less than the absolute poverty line. Because households that rely on farming or fishing often use at least part of their production towards household consumption, they are significantly more likely to earn less than the absolute poverty line as well, but also significantly less likely to apply negative coping strategies than households relying on other income-generating activities.

The assessment also looked at income diversification: 38 per cent (n=446) of households gained income from one source, and another 38 per cent (n=446) relied on more than one source of income. Here, the assessment found that engaging in income-generating activities has far less effect on earning an income above the absolute poverty line for female-headed households and IDP households. This further supports the likelihood that households headed by women in West Kordofan and IDP households in both states are highly vulnerable. Moreover, households relying on multiple sources of income were not found to be significantly less likely to earn below the absolute poverty line than households relying on only one or no source of income. It is possible that diversification of income does not necessarily result in an increase of household income, because of the limited quality of income-generating activities that households in the target locations have access to.



Assets can significantly contribute to the income of the household: 41 per cent (n=479) of households possess assets. This is significantly higher in East Darfur than in West Kordofan, significantly higher for male-headed households than for female-headed households, and significantly higher for HC households compared with FDP households. Most often, households possess farmland (58 per cent, n=271), livestock (51 per cent, n=242), and donkey carts (49 per cent, n=232). In East Darfur, 47 per cent (n=130) of households also possess mobile phones. Very few households, however, possess agricultural tools. In East Darfur, where agriculture is the main employment sector, only 12 per cent (n=68) the households surveyed possessed tools such as a grain mill, a plough or hand tools. This was only 1 per cent (n=3) in West Kordofan. Furthermore, only 14 per cent (n=166) of the households are able to save some of their income, 75 per cent (n=125) of whom are HC households in West Kordofan. No other significant differences were found for the ability to save income by gender or by migration status.

Lastly, the assessment made use of the standardized Reduced Coping Strategies Index (Annex 4: Reduced Coping Strategy Index) developed by WFP, USAID, CIS, Tango and the Feinstein International Center to measure vulnerability. In the sample, 54 per cent (n=628) score “high coping”, 16 per cent (n=186) “medium coping”, and 30 per cent (n=358) “low coping”. Households in East Darfur are much more likely to classify as “high coping” (68 per cent, n=399) than those in West Kordofan (39 per cent, n=229). In Assalaya and El Nimir, “no or low coping” applies to only 13 per cent (n=77) of the households. This implies that there is a serious food security issue in these communities. As qualitative data suggested earlier, it is probably the result of WFP switching from in-kind food distributions to cash-based transfers. In these communities, HC households are far from food secure, but the level of coping strategies applied is particularly high for IDP and refugee households living in and around El Nimir, and for refugees living in Assalaya. No significant differences were found for gender. The same pattern manifests in West Kordofan, where “high coping” applies to more than half of the refugee and IDP households relying on WFP support. Not unexpectedly, households with higher dependency rates are significantly more likely to have medium or severe coping scores than households with lower dependency rates. This was not the case, however, for households with a larger number of household members.

## Children

The household survey included a specific child labour section. For this section, main survey respondents were asked to list by name all the children aged 5 to 17 who are part of their household. The survey randomly selected one of these children, and the main household survey respondents were asked to answer a set of questions specifically about this selected child. This way, the assessment established a representative sample of children living in the target locations, aged between 5 and 17, for HC and FDP children. This section includes an overview of some of the demographic data of the children in this age group.

The average age in the sample is 10.5 years old, with a standard deviation of 3.9 years, and a median of 10 years. For the purpose of this assessment, four age categories were created. Distribution among these four categories does not significantly vary by gender, State or migration status. The four age categories include:

1. children not yet of primary school age (5 years)
2. younger children of primary school age (6 to 9 years)
3. older children of primary school age (10 to 13 years)
4. children for whom school attendance is not compulsory (14 to 17 years)

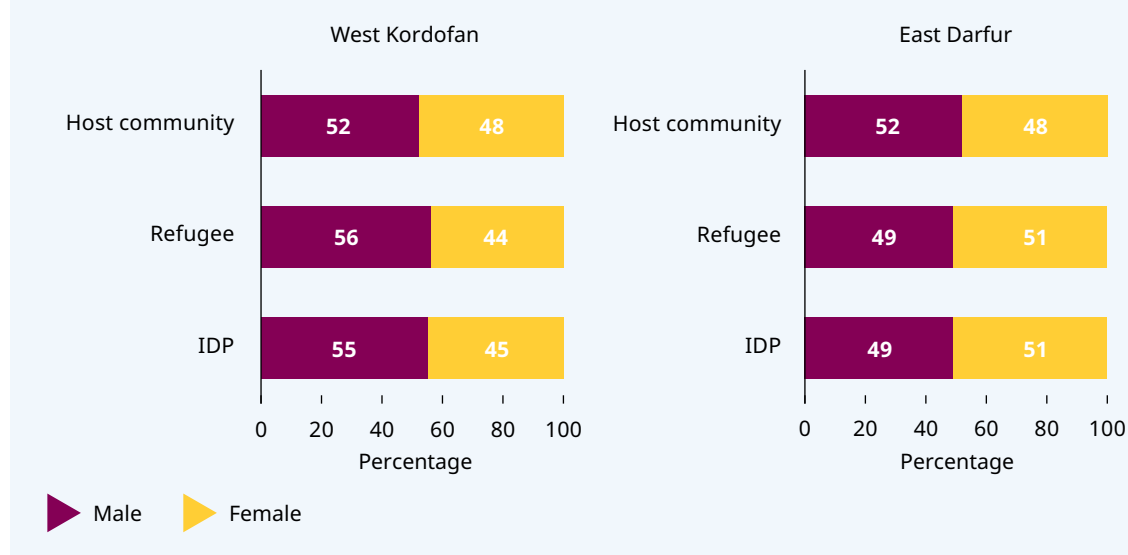
Figure 8 shows an overview of the gender distribution of children included in the sample by State and by migration status. No significant differences were found between age groups for the gender distribution in the sample.

Overall, there appear to be more children living with disabilities (CLWDs) in East Darfur (7 per cent, n=43) than in West Kordofan (3 per cent, n=16). Male IDP children living in East Darfur are most likely to be living with disabilities (18 per cent, n=8). Otherwise, HC children (6 per cent, n=32) were more likely than FDP



children (4 per cent, n=27) to be living with disabilities. Interestingly, 5-year-olds and younger children of primary school age were more likely to be living with disabilities (10 per cent, n=23) than older children of primary school age, and children for whom school is no longer compulsory (7 per cent, n=20). Because there have not been any recent increases in violence, or significant shifts in healthcare provision, it is unclear what caused this higher rate of CLWDs among younger children. Table 2 includes the types of disabilities respondents report CLWDs are living with by State and by migration status.

► **Figure 8. Gender of children by State and migration status (n=1,172)**



► **Table 2. Difficulties CLWDs are living with by State and migration status (n=1,172)**

	West Kordofan (n=584)			East Darfur (n=588)		
	HC (n=11)	IDP (n=1)	Refugee (n=4)	HC (n=21)	IDP (n=11)	Refugee (n=10)
Difficulties seeing, even without glasses	64%	100%	25%	29%	9%	40%
Difficulties hearing	27%	100%	50%	43%	64%	20%
Difficulties walking or climbing steps	27%	100%	25%	19%	18%	30%
Difficulties remembering or concentrating	0%	0%	0%	10%	0%	10%
Difficulties with self-care	9%	0%	0%	14%	9%	0%
Difficulties using the customary language	0%	0%	0%	5%	0%	0%

Table 3 provides an overview of school attendance rates by age group, gender and location. The most important reasons for children to be out of school or to drop out of school are households not being able to afford school fees, sending children to school at a later age, migration status of the household, and children dropping out when the compulsory school age ends (at 14 years old). Here it should also be noted that, except for Keilak, none of the target locations had higher educational centres, nor vocational training centres that children could attend. Notably, gender is not a factor that contributes to school attendance significantly. Moreover, in El Nimir FDP children (90 per cent, n=99) are more likely to attend school than HC children (65 per cent, n=35) living in the surrounding areas of the camp as a result of international assistance facilitating most of the educational services within the camp.

To further explain and contextualize these responses, Table 4 provides some insight on the key factors. Each of the indicated challenges have been mentioned in at least three separate interviews. Besides the above-mentioned reasons for not attending school, the table shows household vulnerability factors, characteristics of the heads of household, migration status, gender, age, and the location where children are living.



► **Table 3. School attendance by age group and gender (n=1,172)**

	West Kordofan		East Darfur	
	Kharasana/Keilak	Al Meiram	Assalaya	El Nimer
6–9 years old	59%	49%	92%	75%
Boys	52%	52%	86%	79%
Girls	67%	45%	60%	71%
10–13 years old	88%	67%	92%	90%
Boys	86%	71%	87%	83%
Girls	91%	62%	97%	95%
14–17 years old	78%	62%	81%	79%
Boys	74%	56%	84%	76%
Girls	84%	67%	76%	84%

► **Table 4. Key factors impacting school attendance**

West Kordofan	East Darfur
School fees (salaries of teachers, supplies, uniforms, transportation, and so on) negatively and significantly impacted school attendance of FDP children.	Children aged 10 to 13 are more likely to drop out of school to work than children aged 6 to 9.
Refugee children are significantly more likely than other children to experience language barriers at school.	Migration status did not have a significant impact on dropping out of school in general, or dropping out of school to work.
Children aged 10–13 are more likely to drop out of school to work than children aged 6 to 9.	Distance to the school marginally impacts attendance of girls, probably as a result of tension between community groups that puts girls on their way to school at risk.
Boys are significantly more likely not to attend or to drop out of school to work.	Some schools remain closed because of COVID-19.
Migration status did not have a significant impact on dropping out of school in general, and dropping out of school to work.	CLWDs are not significantly less likely to attend school than other children.
Distance to the school significantly impacts attendance of refugee children.	Children aged 6 (and sometimes 7) are considered too young to attend school. School attendance among 8 to 13-year-olds is much higher than for 6- or 7-year-olds.
CLWDs are not significantly less likely to attend school than other children.	Children are less likely to attend school aged 6 if the head of household is literate, and/or has completed primary school.
Children aged 6 (and sometimes 7) are considered too young to attend school. School attendance among 8- to 13-year-olds is much higher than for 6- or 7-year-olds.	The gender of the head of the household was not of influence on child school attendance.
Children less likely to attend school at the age of 6 if the head of household is literate, and/or has completed primary school.	Children living in household with dependency ratios higher than 100 per cent are more likely not to attend school.
The gender of the head of the household was not of influence on child school attendance.	Household size, household income and diversification of income sources were not of significant influence on school attendance.
Children living in household with dependency ratios higher than 100 per cent are more likely not to attend school.	Household size, household income and absence of diversification of income sources negatively impact school attendance.
Household size, household income and diversification of income sources were not of significant influence on school attendance.	
Household size, household income and absence of diversification of income sources negatively impact school attendance	



## ► Child labour prevalence

### ► Figure 9. Children's work: key take-aways

- Children in East Darfur are significantly more likely to engage in child labour than children in West Kordofan. Child labour rates are highest among 12- to 17-year-olds. This is probably due to a lack of awareness of the legal restrictions on the work of minors.
- In West Kordofan, HC children are significantly less likely to engage in child labour than FDP children. In East Darfur, however, there is no significant difference between HC and FDP children; IDP children are less likely to engage in child labour, while refugee children and HC children were equally vulnerable to child labour.
- While some children start work as young as 5 years old, most children start performing paid and unpaid tasks between the ages of 7 and 9. Most others start between the ages of 11 and 15.
- Hazardous work is most commonly related to extremely long working hours, carrying very heavy loads, and working without shelter from the heat or sun for extended periods of time.
- In West Kordofan, refugee families were reported to send children to other locations for work for extended periods of time. In East Darfur, there were several reports of sexual exploitation and children involved in illegal activities.

The Child Labour Prevalence section aims to provide comprehensive insight into the occurrence of children's work, child labour, hazardous child labour, and the worst forms of child labour other than hazardous work in West Kordofan and East Darfur.

## Children's work

Children's work consists of paid or unpaid activities performed by children under the age of 18 permitted by Sudanese legislation and the international conventions that Sudan ratified. In this assessment, children's work is defined as paid or unpaid activities performed by children aged 12 or 13 in non-hazardous agricultural activities, and paid and unpaid activities performed by 14- to 17-year-olds between 8 a.m. and 6 p.m., for no more than seven hours per day broken by one hour of rest, for no more than four consecutive hours, and not performed during weekly periods of rest or official holidays. Table 5 provides an overview of children's work in each of the target locations, by gender, migration status and age group.



► **Table 5. Prevalence of children's work**

<b>West Kordofan</b>				
	<b>Working</b>	<b>Working and going to school</b>	<b>Going to school</b>	<b>Neither working nor going to school</b>
<b>Total</b>	38% (n=224)	27% (n=159)	56% (n=328)	29% (n=169)
Girls	42% (n=107)	29% (n=74)	60% (n=154)	31% (n=80)
Boys	39% (n=117)	28% (n=85)	58% (n=174)	30% (n=89)
Refugee	42% (n=91)	22% (n=47)	38% (n=81)	16% (n=34)
IDP	32% (n=25)	21% (n=16)	42% (n=32)	21% (n=16)
Host Community	37% (n=108)	33% (n=96)	74% (n=215)	41% (n=119)
5 years old	11% (n=7)	6% (n=4)	19% (n=12)	13% (n=8)
6–9 years old	16% (n=28)	11% (n=19)	52% (n=93)	41% (n=74)
10–13 years old	46% (n=74)	35% (n=57)	76% (n=123)	41% (n=66)
14–17 years old	77% (n=115)	53% (n=79)	67% (n=100)	14% (n=21)
<b>East Darfur</b>				
	<b>Working</b>	<b>Working and going to school</b>	<b>Going to school</b>	<b>Neither working nor going to school</b>
<b>Total</b>	62% (n=363)	51% (n=299)	65% (n=381)	14% (n=82)
Girls	73% (n=189)	59% (n=153)	72% (n=187)	13% (n=34)
Boys	69% (n=174)	57% (n=85)	76% (n=194)	19% (n=48)
Refugee	70% (n=121)	58% (n=101)	68% (n=118)	10% (n=17)
IDP	56% (n=85)	47% (n=72)	64% (n=98)	17% (n=26)
Host Community	60% (n=156)	48% (n=125)	63% (n=164)	15% (n=39)
5 years old	20% (n=11)	5% (n=3)	20% (n=11)	15% (n=8)
6–9 years old	60% (n=99)	49% (n=81)	73% (n=121)	24% (n=40)
10–13 years old	82% (n=122)	75% (n=111)	91% (n=134)	16% (n=23)
14–17 years old	91% (n=131)	72% (n=104)	80% (n=115)	8% (n=11)

It becomes clear that children in East Darfur are significantly more likely to engage in children's work, and more likely to attend school. The discrepancies in school attendance between HC and FDP children is far larger in West Kordofan than in East Darfur. Surprisingly, the assessment found little difference in school attendance and engagement in children's work between boys and girls. It also becomes clear that children in East Darfur start working earlier than those in West Kordofan; in East Darfur, most children start performing paid and unpaid tasks between the ages of 6 and 9, while this applies to children aged 10 to 13 in West Kordofan.

Even though compulsory schooling ends at the age of 14, there is a mere 9 per cent increase in the number of children that are engaged in children's work from the 10–13-year-old age group to the 14–17-year-old age group in the overall sample, and only a 6 per cent drop in school attendance. This may imply that children's work has limited effect on dropping out of school, or school attendance in general.



## Child labour

Child labour consists of paid or unpaid activities performed by children under the age of 18 that are NOT permitted by Sudanese legislation and the international conventions ratified by Sudan. In this assessment, it includes paid and unpaid activities performed by children aged 5–11, children aged 12–13 engaged in activities other than light agricultural work, children aged 5–13 engaged in hazardous household chores (for more than 21 hours per week), and children aged 14–17 engaged in hazardous occupations and activities.

In this section, a risk of under-reporting of child labour exists. This is because the questions enquired about children living in the household, and not about all children that are part of the family. While East Darfur and West Kordofan are not primary States that send children to work in goldmines, there is a chance that some families have one or more children working in gold mines in other States in Sudan, for example, or as domestic servants in Khartoum. It is possible that these children were not considered when main household survey respondents listed the children included in their household. As a result, children working outside the home for extended periods of time may be excluded from the data in this section.

Table 6 provides an overview of the child labour rates of the total child population, and the child labour rates of the population of working children in the sample, aggregated by gender, migration status, and age group in each State.

► **Table 6. Prevalence of child labour**

	West Kordofan		East Darfur	
	Child labour rate (child population)	Child labour rate (working children)	Child labour rate (child population)	Child labour rate (working children)
Total	17% (n=101)	45% (n=101)	40% (n=237)	65% (n=237)
Girls	17% (n=43)	40% (n=43)	51% (n=131)	69% (n=131)
Boys	19% (n=58)	50% (n=58)	42% (n=106)	61% (n=106)
Refugee	22% (n=48)	53% (n=48)	43% (n=75)	62% (n=75)
IDP	17% (n=13)	52% (n=13)	34% (n=52)	61% (n=52)
Host Community	14% (n=40)	37% (n=40)	42% (n=110)	71% (n=110)
5 years old	5% (n=3)	43% (n=3)	5% (n=3)	27% (n=3)
6–9 years old	6% (n=10)	36% (n=10)	27% (n=45)	45% (n=45)
10–13 years old	14% (n=23)	31% (n=23)	59% (n=87)	71% (n=87)
14–17 years old	43% (n=65)	57% (n=65)	71% (n=102)	78% (n=102)

It should also be noted that the overall child labour rates are highest between the ages of 12 and 17. This is likely because children from these ages are assumed to be participants in the labour force equal to adults. The end of the compulsory school age at 14 may further contribute to this phenomenon. And it is likely that employers and children are not aware of some of the legal restrictions to work performed by children in this age group. Child labour rates in East Darfur are significantly higher than those in West Kordofan. This is probably caused by the higher vulnerability levels in this state.

While in West Kordofan no such discrepancy was found, girls in East Darfur are significantly more likely than boys to engage in child labour. In West Kordofan FDP children are significantly more likely to engage in child labour, while this is not the case in East Darfur. While IDP children in East Darfur are least likely to work, child labour rates for this group remain very high compared with the national average. In qualitative interviews, children indicate that they are working either to support their families or to cover their school fees.



## Hazardous work

Hazardous work is defined as work which, by its nature or circumstances in which it is carried out, is likely to harm the health, safety or morals of children. The household survey specifically enquired about hazardous working conditions of children in paid employment and working hours in the previous week (to establish how many children were working very long hours).

Overall, 20 per cent (n=230) of the children included in the sample are performing hazardous child labour. Girls are significantly more likely than boys to engage in hazardous work (26 per cent compared with 15 per cent), and FDP children are significantly more likely than HC children to perform hazardous work (22 per cent compared with 17 with). In addition, the hazardous child labour rate (the percentage of children involved in hazardous child labour of the total number of children in the sample), increases with age: 3 per cent (n=3) of the 5-year-olds, 12 per cent (n=40) of the 6–9-year-olds, 25 per cent (n=78) of the 10–13-year-olds, and 37 per cent (n=109) of the 14–17-year-olds are involved in hazardous child labour. To a large extent, this has to do with the fact that the older children get, the more likely they are to work for more than 40 hours per week. Indeed, 70 per cent (n=76) of the 14–17-year-olds involved in hazardous child labour work more than 40 hours per week, while this is 50 per cent (n=39) for the 10–13-year-olds, and 33 per cent (n=13) for the 6–9-year-olds. Respondents in El Nimir, in particular, gave detailed accounts of long working hours for children.<sup>21,22</sup> The most important hazards that children were exposed to relate to the climate in the target locations (and the absence of sufficient shelter in the place of work): exposure to extreme heat (70 per cent, n=194), and dust and fumes (70 per cent, n=192). Other hazards included exposure to fire, gas or flames (19 per cent, n=53), and dangerous tools and knives (14 per cent, n=39)

Qualitative interview respondents in each of the communities report that many children came into contact with dangerous tools at work. These included knives at butchers, at farms, or at fruit and vegetable sellers, and high heat and temperatures of the open fires at bakeries and blacksmiths, saws or hammers for construction and other tools at mechanics shops.<sup>23</sup> In addition, respondents in each of the locations often report children working 10–12 hours per day, sometimes without being given meals or breaks (in agriculture).<sup>24</sup> Qualitative interview respondents also reported in each location that children often carry heavy loads, including water, bricks, and bags of sorghum as part of their work.<sup>25</sup> Lastly, in some communities, the presence of begging children was also mentioned.

## Worst forms of child labour other than hazardous work

According to Convention No. 182, the ILO defines the worst forms of child labour as work that is likely harmful to the health, safety and/or morals of children. The worst forms of child labour include slavery and similar issues such as the trafficking of children, debt bondage, serfdom, and children in armed conflict; sexual exploitation of children (prostitution, pornography and pornographic performances); the involvement of children in illicit activities, such as the production and trafficking of drugs; and work which, by its nature or circumstances in which is carried out, is likely to harm the health, safety or morals of children (hazardous work). Such topics, in the context of the target locations, are highly sensitive. For this reason, the household survey only covered hazardous work.<sup>26</sup> The qualitative interviews further explored the worst forms of child labour by explaining what the worst forms of child labour comprise, and asking respondents if they had recently heard of or witnessed such instances.

21 No child in the sample is performing hazardous work that is not also defined as child labour.

22 ED-IDI-13, ED-IDI-08, ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, and ED-KII-11.

23 ED-IDI-08 and ED-IDI-01.

24 ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-IDI-02, ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, ED-KII-11, WK-IDI-23, WK-IDI-24, WK-KII-64, WK-KII-61, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-IDI-29, and WK-IDI-30.

25 ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, ED-KII-11, WK-IDI-23, WK-IDI-24, WK-KII-64, WK-KII-61, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-IDI-29, and WK-IDI-30.

26 Including exposure to dust or fumes, fire, gas or flames, loud noise or vibration, extreme cold or heat, dangerous tools, work underground, work at heights, work in water, lake, pond or river, workplace too dark or confined, insufficient ventilation, chemicals, and explosives.



It was reported that 15 per cent (n=72) of the children in paid employment had been consistently shouted at (6 per cent, n=30), repeatedly insulted (5 per cent, n=22), or repeatedly beaten or physically hurt (4 per cent, n=20). Here, no differences were found by State, or household migration status. Only boys (16 per cent, n=44) were significantly more likely to have had such experiences than girls (10 per cent, n=28). In the qualitative interviews it appears that FDP households feel that their children risk being discriminated against by HC members, or physically hurt as a result of interethnic tensions in East Darfur.<sup>27</sup> In addition, in El Nimir, multiple respondents report incidents where refugees were not paid for work already completed by HC members.<sup>28</sup> In West Kordofan, there are multiple reports of physical violence (the beating of children) at work, including a respondent that experiences beating at work.<sup>29</sup> Even though minor differences in pay for HC members and refugees was mentioned in West Kordofan as well, it does not appear to be of the same magnitude as in East Darfur.

Because of the mentioned sensitivity, qualitative interview respondents did not always go into sufficient detail on other incidences of the worst form of child labour. In table 7, some of the worst forms of child labour are discussed. This does not mean, however, that other types of the worst forms of child labour do not occur; this section only includes those that were described by the qualitative interview respondents.

► **Table 7. Worst forms of child labour reported in qualitative interviews<sup>30</sup>**

Type	Report
Include slavery and similar issues such as the trafficking of children, debt bondage, serfdom, and children in armed conflict	Recruitment of children to fight in Assalaya, East Darfur
	Recruitment of children to fight in El Fula, West Kordofan
	Parents sending children to remote farms alone to work for shorter periods of time in El Nimir, East Darfur
	Primarily refugee families sending children for extended periods of time to remote locations to work. One respondent detailed this as families “renting their children to ‘owners’ and getting paid for a year”. In Meriam and Kharasana/Keilak, West Kordofan.
Sexual exploitation of children (prostitution, pornography, and pornographic performances)	Sexual exploitation of members of poor families by wealthy members of other families within communities in Ed Daein, East Darfur
	Sexual exploitation of girls (probably prostitution) in Assalaya, East Darfur
	(Previous) sexual exploitation of (refugee) boys and girls in El Nimir camp by HC members
	Recurring rapes (unclear if work-related or sexual exploitation, rather than attacks) in communities in El Fula and Kharasana/Keilak in West Kordofan
The involvement of children in illicit activities, such as the production and trafficking of drugs	Children involved in organized begging for which they are also forced to inhale addictive substances in Ed Daein, East Darfur
	Children tasked with delivery and selling alcoholic beverages in El Nimir, East Darfur
	Children involved in criminal gangs from outside the camp in El Nimir, East Darfur
	Children involved in (unspecified) illegal activities in Kharasana/Keilak, West Kordofan

27 ED-IDI-02, ED-IDI-05, ED-IDI-06, ED-KII-24, ED-KII-17, ED-KII-16, ED-KII18, ED-KII-19, and ED-KII-20.

28 ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, and ED-KII-11.

29 WK-KII-15, WK-KII-37, WK-KII-38, WK-KII-39, WK-KII-40, WK-IDI-14, WK-IDI-15, WK-IDI-16, WK-IDI-23, WK-IDI-24, WK-KII-64, WK-KII-61, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-IDI-29, and WK-IDI-30.

30 WK-IDI-23, WK-IDI-24, WK-KII-64, WK-KII-61, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-IDI-29, WK-IDI-30, ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-IDI-02, ED-IDI-03, ED-IDI-05, ED-IDI-06, ED-KII-24, ED-KII-17, ED-KII-16, ED-KII18, ED-KII-19, ED-KII-20, ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, ED-KII-11, WK-IDI-18, WK-IDI-19, WK-KII-50, WK-KII-43, WK-KII-44, WK-KII-45, WK-KII-46, WK-KII-47, WK-KII-37, WK-KII-38, WK-KII-39, WK-KII-40, WK-IDI-14, WK-IDI-15 and WK-IDI-16.



## ► Characteristics of child labour

### ► Figure 10. Children's work: key take-aways

- Boys are more likely to engage in paid employment, contribute to household production and participate in apprenticeships. Girls are more likely to engage in household chores in East Darfur. FDP children, overall, were significantly more likely to engage in paid employment in both states.
- The main factors that drive child labour are the age at which children start performing specific tasks, and the number of hours children perform specific tasks
- Children that are not working in a family businesses or as part of household production normally work for employers their parents know. Almost always, employment agreements are made verbally, and children are paid in cash on a daily basis.
- Hazardous work is most commonly related to extremely long working hours, carrying very heavy loads, and working without shelter from the heat or sun for extended periods of time.

## Forms and sectors of children's work

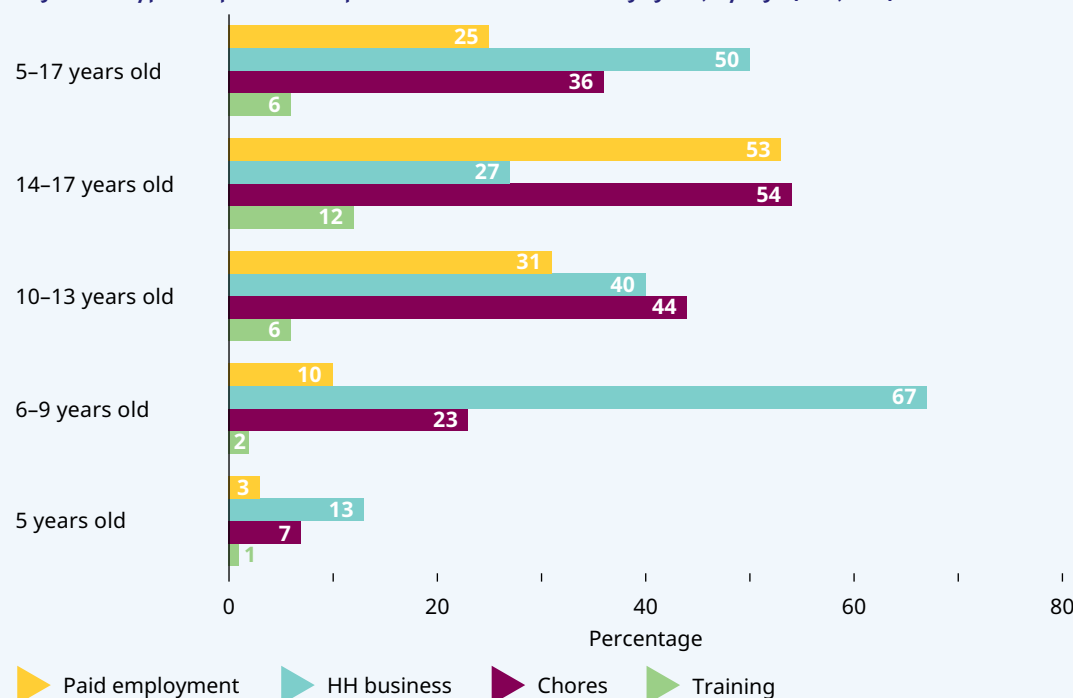
The household survey included five different kinds of work or tasks children could be involved in: paid employment work (work for someone else for pay, or work conducted for pay individually); own-use production work by children (for example, by supporting production for household consumption); paid or unpaid activities in a family business (or farm); unpaid work as a trainee; and household chores. In the target communities, however, there is often no clear-cut distinction between production for household consumption and production for sale of a household business. Households involved in farming or livestock rearing, in particular, will often produce for household consumption, and only sell produce that is left over, or when the household is in need of cash for other purposes. For this reason, in the analysis below, these are grouped together as "supporting a family business".

In this section, reference is made to distinctions between household migration status only when significant. It should be noted here, however, that the general absence of such distinctions is interesting in itself. In combination with relatively common household vulnerability, this indicates that children, regardless of migration status, are at risk of engaging in child labour.

Figure 11 provides an overview of the types of work children engage in. Children in paid employment were most likely to be engaged in child labour (88 per cent, n=218). In both West Kordofan and East Darfur, FDP children were significantly more likely to engage in paid employment. In addition, HC children in East Darfur were more likely to engage in household chores and to support a family business. This is probably because HC households are more likely to have access to a farm. Such differences were not found in West Kordofan. In terms of gender, girls and boys contributed equally to household chores in East Kordofan, while girls in East Darfur were significantly more likely to perform household chores. In both states, boys were significantly more likely to contribute to household production, engage in paid employment, or participate in unpaid on-the-job training.



► **Figure 11. Types of paid and unpaid activities children engage in, by age (n=1,066)**



Children start performing tasks and work at a very young age. The youngest children in the sample are 5 years old. Of those, 18 per cent (n=21) are already engaging in paid work, supporting household production, participating in on-the-job training, or helping with household chores. Generally, however, most children in the sample start engaging in paid and unpaid activities between the ages of 7 and 9. A second group joins between the ages of 11 and 15. In terms of age, little variance was found for gender and migration status. The types of activities children engage in, however, do show differences by age. For example, children generally start by helping with household chores first, and engage in on-the-job training paid employment, and household production at a later age. The figure below provides an overview of what types of paid and unpaid tasks children participate in for each age.

Data obtained in the qualitative interviews largely confirm the above. In all communities, stakeholders mention that sometimes children start working at the age of 5 or 6. They also say that most children start working between the ages of 9 and 11. Stakeholders stress, however, that younger children are given lighter tasks, though others say that they witnessed very young boys and girls carrying loads that were far too heavy for them.<sup>31</sup>

Children in paid employment are mainly working in farming, livestock herding and fishing (47 per cent, n=93); specialized professions, including welding, brickmaking, masonry, nursing, teaching and trading (18 per cent, n=30), and construction (10 per cent, n=17). The remaining 22 per cent (n=37) work in low-skilled areas, such as collecting charcoal and firewood, day labour, porter at the market, and so on. A total of 85 per cent (n=153) of children's work in paid employment for an employer was considered child labour.

31 ED-IDI-01, ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-IDI-02, ED-IDI-03, ED-IDI-05, ED-IDI-06, ED-KII-24, ED-KII-17, ED-KII-16, ED-KII-18, ED-KII-19, ED-KII-20, ED-IDI-08, ED-KII-34, WK-KII-50, WK-IDI-18, WK-IDI-19, WK-KII-50, WK-KII-43, WK-KII-44, WK-KII-45, WK-KII-46, WK-KII-47, WK-IDI-21, WK-IDI-26, WK-IDI-32, WK-IDI-23, WK-IDI-24, WK-KII-64, WK-KII-61, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-IDI-29, WK-IDI-30, WK-KII-37, WK-KII-38, WK-KII-39, WK-KII-40, WK-IDI-14, and WK-IDI-16.



More specifically, the household survey enquired about the specific tasks children were performing when working for someone else for pay, or working on their own for money. The household survey did not find significant differences in the tasks children performed by specific location, migration status or gender. In order of importance, most children were:

1. harvesting (34 per cent, n=68);
2. carrying loads (27 per cent, n=54);
3. collecting firewood or charcoal (20 per cent, n=39);
4. planting (15 per cent, n=29);
5. delivering goods (13 per cent, n=26);
6. cleaning (domestic work) and livestock herding (both 12 per cent, n=23);
7. preparing food, drinks or tea (10 per cent, n=19).

In qualitative interviews, respondents were asked more broadly about the tasks performed by boys and girls in paid employment, but also in unpaid employment (such as supporting a family business, and voluntary work), household chores, and supporting household production. Chores reported broadly align with the quantitative findings for the type of work children perform in paid employment. The types of tasks children are most often engaged in according to the qualitative interviews include:<sup>32</sup>

- ▶ helping in the house;
- ▶ herding cattle;
- ▶ working in workshops (including bakeries, blacksmiths, butchers, masonries, mechanics and brickmakers);
- ▶ working in restaurants;
- ▶ working in the market (carrying loads, bagging groceries, selling goods, selling tea or coffee);
- ▶ delivering water and goods with wheel barrels, hand carts or donkey carts;
- ▶ washing clothes;
- ▶ cleaning shoes;
- ▶ working on farms (outside the community);
- ▶ working in construction or in mines (outside the community).

Several children that worked in workshops explained that within those workshops, each child usually has a very specific task that they always perform. For example, a specific child will always change tyres, or unplug screws, or knead dough. In El Nimir, there are regulated on-the-job training opportunities for boys from the age of 10. According to the Sudanese Labour Law, such training is permitted. However, it should be kept in mind that boys between the ages of 10 and 13 should also legally be able to attend school. This means that the number of hours they spend in training should not interfere with their schoolwork.

Qualitative interviews also provide additional nuances to the differences in work performed by children. While there does not appear to be a lot of difference in tasks performed by age (other than differences in paid employment, unpaid employment, helping with household production and household chores), qualitative interviews define more clearly the differences in tasks performed by boys and girls. Respondents noted little difference in the tasks performed by HC children and FDP children.<sup>33, 34, 35</sup> Table 8 provides an overview of the differences in tasks performed by gender. The table is not aggregated by State, because little difference was found in the tasks girls and boys performed in specific target communities.

<sup>32</sup> Idem.

<sup>33</sup> WK-IDI-18, WK-IDI-19, WK-KII-50, WK-KII-43, WK-KII-44, WK-KII-45, WK-KII-46, and WK-KII-47.

<sup>34</sup> ED-IDI-05, ED-IDI-06, ED-KII-24, ED-KII-17, ED-KII-16, ED-KII-18, ED-KII-19, and ED-KII-20.

<sup>35</sup> WK-IDI-18, WK-IDI-19, WK-KII-50, WK-KII-43, WK-KII-44, WK-KII-45, WK-KII-46, and WK-KII-47.



► **Table 8. Tasks, chores, and work performed by girls and boys<sup>36</sup>**

Girls	Boys
Girls are more likely to perform tasks inside the household	Boys are more likely to perform tasks outside the household
Girls often sell tea, coffee, nuts or other food at the market	In the market, boys work as shoeshiners
Girls are more likely to work in restaurants	Boys have access to on-the-job training opportunities, while girls do not
Girls may also work collecting charcoal or in mines, but do not get the same heavy physical tasks as boys	Boys are more likely to work as traders
Girls are more likely to tend cattle	Boys are more likely to work delivering water with donkey carts
	Boys are more likely to work in small businesses such as bakeries, butchers, blacksmiths, and so on.

## Working hours and school attendance

Overall, children work very long hours. On average, children worked 37 hours in the seven days prior to data collection. This is only slightly less than the maximum number of hours per week allowed for adults (40 h). Children in Kharasana/Keilak (40.7 h) and El Nimir (38.1 h) work longer hours on average than children in Al Meiram (35.3 h) and Assalaya (35.4 h). HC children worked fewer hours on average (35.1 h) than FDP children (38.6 h). Boys worked more hours (38.5 h) than girls (35.7 h), and children enrolled in school worked only slightly fewer hours on average (36.3 h) than children not enrolled in school (39.6 h). The differences, however, are small, and the average number of working hours suggests that children who are working will probably have little time for schoolwork. Table 9 provides an overview of the average number of hours worked for the different types of paid and unpaid tasks or work children engage in.

In most communities, children work during their time off school: on afternoons, during weekends, or holidays. Some others, however, do not go to school at all. The children of all the parents interviewed as part of this assessment were attending school. Most of their children were also working besides school.<sup>37</sup> In Al Meiram, some children only work after school, or on weekends. However, most children work full market days (Wednesdays and Thursdays) and do not go to school on those days.<sup>38</sup> And even though in El Nimir several key community stakeholders reported that all children only work for a few hours per day (4 or 5) and take extended breaks in the middle of the day, all working children Consilient spoke to were working for at least 10 hours per day. In addition, an employer of children indicates that children at his place of business work for 9 hours, and others also mention that children from El Nimir work 10 hours per day on farms in the area. Another key informant explains that most children that work within the camp also attend school, but those that go to Ed Daein (often for work in construction) for work or to farms do not attend school.<sup>39</sup>

36 ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-IDI-02, ED-IDI-03, ED-IDI-01, ED-IDI-05, ED-IDI-06, ED-KII-24, ED-KII-17, ED-KII-16, ED-KII-18, ED-KII-19, ED-KII-20, ED-IDI-08, ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, ED-KII-11, WK-KII-37, WK-KII-38, WK-KII-39, WK-KII-40, WK-IDI-14, and WK-IDI-16.

37 WK-KII-37, WK-KII-38, WK-KII-39, WK-KII-40, WK-IDI-14, WK-IDI-16, WK-KII-64, WK-IDI-26, WK-IDI-32, WK-IDI-21, WK-KII-50, ED-IDI-08, ED-IDI-13, ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, ED-KII-11, WK-KII-15, WK-IDI-23, WK-IDI-24, WK-KII-64, WK-KII-61, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-IDI-29, WK-IDI-30, WK-IDI-18, WK-IDI-19, WK-KII-50, WK-KII-43, WK-KII-44, WK-KII-45, WK-KII-46, WK-KII-47, ED-IDI-05, ED-IDI-06, ED-KII-24, ED-KII-17, ED-KII-16, ED-KII-18, ED-KII-19, ED-KII-20, ED-KII-24, ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-IDI-02, ED-IDI-03, ED-IDI-01 and ED-IDI-02.

38 WK-IDI-18, WK-IDI-19, WK-KII-50, WK-KII-43, WK-KII-44, WK-KII-45, WK-KII-46, WK-KII-47, and WK-KII-50.

39 ED-IDI-13, ED-IDI-08, ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, and ED-KII-11.



► **Table 9. Average number of working hours by type of activity**

Disaggregation	Paid employment	Family business	On-the-job training & chores	Total
Overall	35.7	19.2	19.5	35.7
Girls	35.2	19.8	19.4	35.7
Boys	35.9	18.5	19.7	38.5
Enrolled in School	34.3	18.8	19.3	36.3
Out of School	40.3	20.8	20.4	39.6
East Darfur	36.0	18.5	18.8	36.9
West Kordofan	35.1	20.4	20.7	37.3
HC	31.5	20.8	20.7	35.1
FDP	38.0	17.9	18.5	38.6
5 years old	33.0	20.7	11.8	21.9
6–9 years old	28.1	15.4	16.8	24.2
10–13 years old	31.3	18.4	18.6	35.2
14–17 years old	38.9	21.9	21.9	46.4

Children that are working and attend school as well often indicate that the work affects their schoolwork, because they are tired or have problems concentrating. This was also confirmed by teachers that have students who are working and going to school. For a limited number of other children, however, work does not affect schoolwork, because they only work on weekends, during vacations, or take time off during exams.<sup>40</sup>

It does not appear, however, that engaging in children's work or child labour for more than 14 hours negatively affected school enrolment. Children that worked more than 14 hours in the week prior to data collection were not found to be significantly less likely to be enrolled in school in either of the target states. The analysis did not detect any significant differences for gender or migration status either. However, girls and FDP children are more likely than their male and host community counterparts not to be enrolled in school. For girls, the number of hours worked in the past week had no effect on their school enrolment, although this was the case for FDPs. In fact, they are more likely than their host community counterparts to be enrolled in school and work more than 14 hours per week.

## Recruitment, contracts and compensation

Recruitment, employment agreements and compensation follow the same pattern in each of the target locations. Children in the qualitative interviews were not usually recruited by employers. Rather, most children lend support in their parents' place of work. Such work is not exclusively on farms or herding livestock. They also include, for example, bakeries, butchers and blacksmiths. Other children look for work themselves or start their own business if they are able (the qualitative interviews included several children who started their own businesses between the ages of 12 and 15). Parents, however, normally know employers personally.<sup>41</sup> Children working for their parents on farms, herding livestock, or in family businesses, usually work without written agreements; agreements are almost always verbal.<sup>42</sup>

40 ED-IDI-01, WK-KII-64, WK-IDI-21, ED-IDI-08, and WK-KII-15.

41 ED-IDI-01, ED-IDI-13, WK-IDI-21, ED-IDI-08, WK-KII-37, WK-KII-38, WK-KII-39, WK-KII-40, WK-IDI-14, WK-IDI-16, WK-IDI-26, and WK-IDI-32.

42 ED-IDI-08, WK-KII-64, WK-KII-37, WK-KII-38, WK-KII-39, WK-KII-40, WK-IDI-14, WK-IDI-16, ED-IDI-05, ED-IDI-06, ED-KII-24, ED-KII-17, ED-KII-16, ED-KII-18, ED-KII-19, ED-KII-20, and ED-KII-24.



An employer in Assalaya explained that he was willing to hire children because normally their parents need the extra income. However, this employer would make sure that the hiring of a specific child is not against the law.<sup>43</sup> Here it should also be noted that there was clear confusion among stakeholders about what the law says. Some look at the Labour Law (which states that the legal working age is 16), and others look at the Child Act (which puts the legal working age at 14). The rules are further complicated by the fact that there is no minimum age for work in the agricultural sector according to the Child Act, although permitted tasks or working conditions are not specified. In addition, the Labour Law allows apprenticeships from the age of 12, but, again, without specifying conditions.

Working in a family business may lead to more unclear payment terms. Most children are paid on a daily or weekly basis for work completed in cash. This is the same for children working for employers, as for children working to support household production or in a family business.<sup>44</sup> One child, however, said that their father does not compensate them for their work. Instead, when they need money for something specific, their father gives them the required amount.<sup>45</sup> Another child in Ed Daein indicated that some children in their place of work get paid less than others, because they do not work as hard as others.<sup>46</sup> It is unlikely, however, that there is a detailed performance system in place in this place of work that would justify specific reductions in pay. In addition, in most of the target locations, at least one qualitative interview respondent noted that HC children are paid slightly better than FDP children.<sup>47</sup>

In El Nimir specifically, there appears to be a system in place for the recruitment and payment of FDP children. One respondent notes that children are only paid 30 pounds (equivalent to US\$0.12 at the time of data collection), and do not always receive food.<sup>48</sup> Presumably, this respondent is referring to farm work where children work 10-hour days. This suggests that the system itself may be exploitative to children, rather than the practices of specific employers only.

None of the children in qualitative interviews indicated that they could not leave work. All of them said they could leave after informing their boss.

## ► Contributing factors

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A variety of factors contribute to the incidence of child labour in the target communities. In this section, these factors are discussed at three different levels. First, the section looks at how legislation, policy, the implementation of regulations and awareness of such legislation contributes to the incidence of child labour. Second, the section will review some contextual factors within the communities that contribute to the incidence of child labour, including displacement, attitudes towards children's work among key stakeholders, and limited access to services and decent livelihood opportunities. Access to services covers basic services such as education, healthcare, social protection, and water. It does not cover child protection services. Such services are discussed in more detail in **Protective Factors**. Lastly, the section analyses what factors within households further contribute to child labour. Factors within the household that are considered include household income, other household vulnerability indicators, and characteristics of the head of the household.

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43 ED-KII-24

44 ED-IDI-01, ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-IDI-02, ED-IDI-03, WK-IDI-18, WK-IDI-19, WK-KII-50, WK-KII-43, WK-KII-44, WK-KII-45, WK-KII-46, WK-KII-47, WK-IDI-26, WK-IDI-32, WK-IDI-23, WK-IDI-24, WK-KII-64, WK-KII-61, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-IDI-29, WK-IDI-30, ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, ED-KII-11, and ED-IDI-08.

45 ED-IDI-08

46 ED-IDI-01.

47 ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-IDI-02, ED-IDI-03, WK-IDI-23, WK-IDI-24, WK-KII-64, WK-KII-61, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-IDI-29, and WK-IDI-30.

48 ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-IDI-10, ED-KII-11, and ED-KII-34.



► **Figure 12. Contributing factors: key take-aways**

- Laws governing children's work in Sudan are conflicting, and responsible bodies of the Ministry of Social Development and Labour, the NCCW, and FCPUs do not have the capacity to implement them actively.
- The fact that most children are performing work in the informal sector (without written employment contracts, social benefits, and so on), with payments on a daily basis or for work completed, further complicates the implementation of child labour rules and regulations.
- Government stakeholders and key community stakeholders vary in which rules they consider to be applicable to children's work, and are often unaware of specific limitations to work performed by minors. In addition, there is a discrepancy between stakeholder knowledge of rules and regulations, and their attitudes towards acceptable work for children.
- At the community level, high poverty rates, limited livelihood opportunities, lack of adequate educational and social protection services, and some persisting social norms are the main factors contributing to child labour.
- At household level, gender and school completion of the head of the household, and presence of PLWDs in the households also contributed to children engaging in child labour. However, the factors at the policy and community levels are the main drivers of child labour.
- Some key stakeholders that are involved in the implementation of government policies, or protection programmes aimed at keeping children out of child labour, have the perception that parents are ultimately responsible for children engaging in child labour, and that parents' disregard of education is the main contributing factor. This assessment found no proof of such attitudes among parents. In addition, they risk alienation of the community of such efforts, and prevent such stakeholders from adapting programming to respond to the key contributing factors of child labour effectively.

## Legislation and policy

The legal framework in Sudan has conflicting laws and regulations with regards to children's work, even though Sudan has been a signatory to Convention 138 since 2003. The Sudanese Labour Law sets the minimum age for children's work at 16 years old, while this is 14 in the Federal Child Act. The Labour Law, however, permits a wider range of work-related activities than the Federal Child Act. The Federal Child Act permits work in the agricultural sector under the age of 14 only, while the Labour Law permits engagement in government-run training opportunities, schools, non-profits, businesses owned by the child's family, and contracts of industrial apprenticeships under the age of 12. Here it should also be kept in mind that the Labour Law sets the legally allowed working week at 40 hours per week for all of working age, and primary school is compulsory for children aged 6 to 13 according to the Interim Constitution of 2005, further limiting the number of hours that children under the age of 14 would be able to work.

The US Department of State Country Report on Human Rights Practices additionally reports that fines for child labour do not constitute enough of a deterrence to prevent child labour, and in the target locations of this assessment such fines are not enforced at all. There are no current joint agreements between the Ministry of Education and the Ministry of Social Development and Labour to address Child Labour.



Rather, UNICEF has been supporting the Ministry of Social Development and Labour with a community-based approach to address child labour and child protection with a system of social workers, FCPUs, and specialized departments dealing with child trafficking.

At the community level, stakeholders indicate that the government bodies responsible for monitoring and preventing child labour (the Ministry of Social Development and Labour, the NCCW, and the FCPUs) do not have sufficient capacity for active monitoring and inspections at the community level. In reality, however, the Ministry of Social Development and Labour only has inspectors available that monitor child labour at markets in State capitals. When they come across a child labour case, they are tasked with assessing their needs and referring the child to the FCPU. Otherwise, the FCPUs solely appear to rely on reports made by the community of urgent child labour cases. As a result, most stakeholders agree that the rules and regulations are not sufficiently enforced. In addition, members of the Ministry of Social Development and Labour tend to look at parents as the main responsible parties for child protection, while all other stakeholders look at the Ministry. Given that the Ministry of Social Development and Labour is also responsible for including families in need in social protection schemes, the assumption that parents can solely be held responsible for child labour performed by their children is likely not helpful in efforts to prevent and eradicate child labour.

In the qualitative interviews, it also becomes apparent that stakeholders, including those working for the government, are unclear which laws to follow when it comes to children's work. There is also a general lack of awareness among key stakeholders at community level of the other restrictions on work for children under the age of 18 as included in the Federal Child Act. Most do not appear to be aware of the fact that minors are prohibited from working between 6 p.m. and 8 a.m., working for more than seven hours per day broken by one hour of rest, working for more than four consecutive hours, working overtime, working during weekly periods of rest, working on official holidays, or having annual leave entitlements waived, postponed or reduced.

In addition, there appears to be a discrepancy between what key stakeholders think the rules are regarding children's work, and what work they consider to be acceptable (or even beneficial) for children. The difference in attitudes towards children's work compared with national rules and regulations is largely motivated by the high poverty rates in the target communities. Stakeholders acknowledge the need of many households for additional income to be able to put enough food on the table. Some are also of the opinion that it is important for children to learn early how to fend for themselves in the fairly harsh economic conditions in the communities they are living in. This is further discussed in the following section on contributing factors in the specific community contexts.

For example: the key informant of NCCW at national level asserted that children should not work before turning 15 and that children should not work in agriculture at all. The government official in El Nimir considers 12 years an appropriate age to start working, the private sector 8 or 9, and a teacher 13, while the community leaders and parents assert it should be 18. In Assalaya, all respondents (including government officials) consider work for children aged 10–13 acceptable. This clearly brings to light the effect of conflicting regulations and a need to ensure that duty-bearers themselves are aware of the rules in place.

## Socio-economic factors

Factors contributing to child labour in this assessment are considered external to the household. To assess these factors, this section first covers data obtained on income and household vulnerability, migration status and access to services in the household survey. Because the high vulnerability rates in the target communities are very high, the information provided based on this data is fairly limited. For this reason, a detailed account is given at the end of this section of the contributing factors the qualitative interview respondents reported on at community level.

Consilient performed a number of t-tests to assess which factors contributed to children engaging in child labour. Table 10 provides an overview of the outputs of these t-tests in the following areas of interest: vulnerability and poverty, access to services, and migration status. In the table, the "Factor" column



indicates the factor that may contribute to children engaging in child labour, the “True: CLR” column indicates the percentage of children in the respective factor categories that are engaging in child labour for whom the parameters of the factor are valid. The “False: CLR” column indicates the percentage of children in the respective factor categories who are engaging in child labour for whom the parameters of the factor are false. For the first factor, this means that the “True” column indicates the percentage of households earning below the poverty line that have children that engage in child labour. The “False” column in this case indicates the percentage of households with an income above the poverty line that have children engaged in child labour. The last column gives the P-value of the t-test. This value indicates if the factor was found to significantly contribute to children engaging in child labour. In this assessment, a factor is considered significant at the 0.05 level, and moderately significant at the 0.1 level.

► **Table 10. Factors contributing to child labour**

Topic	Factor	True: CLR	False: CLR	P-value
Vulnerability or poverty	Children living in households earning a household income below the poverty line	27%	46%	1.00
	Children living in households that are unable to save each month	31%	14%	0.00
	Children living in households that do not possess assets	29%	29%	0.39
	Children living in households scoring “high coping” on the RCSI	35%	21%	0.00
	Children living in households that did not purchase any products in the seven days prior to data collection	29%	29%	0.47
Migration status	Children living in IDP households	28%	29%	0.41
	Children living in Refugee households	32%	27%	0.06
	Children living in HC households	27%	30%	0.12
Access to services	Children living in households not receiving cash assistance	28%	32%	0.17
	Children living in households excluded from the NHIF	29%	29%	0.44
	Children living in households without health insurance	29%	28%	0.28
	Children living in households that made out-of-pocket payments for healthcare	29%	36%	0.05
	Children living in households without access to a sufficient amount of water	25%	41%	0.00
	Children living in households with access to a safe water source	31%	23%	0.00

Table 10 attests to the fact that poverty, migration status and access to services are all key contributing factors to child labour in the target communities. In terms of poverty, children living in households dealing with food insecurity (RCSI-score of high coping), or households that do not make enough money to save each month, are more likely to engage in child labour. The fact that household income and purchasing of food did not show up as contributing factors is probably due to the fact that households may be producing for household consumption instead, and because the income of children is included in the household income. In the **Child labour prevalence** section, it already became clear that FDP children are at higher risks of engagement in child labour.

As for services, so few households were receiving cash assistance as a form of social protection (3 per cent, n=32) or government assistance (6 per cent, n=65), and so few households did not make out-of-pocket payments (4 per cent, n=24) that the results for these t-test are probably skewed. An explanation for the fact that access to insurance does not reduce the likelihood of children engaging in child labour may be explained by the fact that respondents complained in qualitative interviews that the number of services



they had access to through insurance was extremely limited in their communities. Otherwise, exclusion from NHIF coverage is closely related to household migration status (as refugee households are usually not covered, and IDP households usually do not have their cards yet). Insufficient access to clean water sources that provide sufficient amounts of water, however, strongly contributes to children engaging in child labour.

In the qualitative interviews, stakeholders further detailed some of the factors at community level that contribute to child labour. Table 11 provides an overview of their reports. The table was not aggregated by state, group or location because the issues reported affect the majority of the households in each of the target locations. Respondents did not differentiate in their responses to the contributing factors to the worst forms of child labour. They regarded economic hardship as the primary contributing factor to the worst forms of child labour.

► **Table 11. Contributing factors at community level (qualitative interviews)<sup>49</sup>**

Issue	Explanation
Implementation of rules and regulations	In Assalaya, El Nimir, Al Meiram and Kharasana, responsible government bodies have almost no capacity to enforce national legislation pertaining to child labour. Only referred cases in these communities are addressed by FCPUs (or COR and/or UNHCR in El Nimir). In Ed Daein, El Fula, and Keilak, the Ministry of Social Development and Labour has inspectors that visit marketplaces regularly. Though it appears that their capacity is very limited in these locations as well.
Employment agreements	The assessment assumes that almost all children are employed in the informal sector, because most employment contracts are based on verbal agreements, and children are often paid on a daily basis or for work completed. This further complicated monitoring child labour practices and enforcing rules and regulations regarding child labour. Moreover, for some children this may mean that they are more flexible not to attend work during exam periods; it puts most other children at a higher risk of violations of their rights as stipulated in the Labour Law and Federal Child Act, their right to education, and their rights to decent working conditions.
Access to education	<p>The quality of education services is often low: schools lack sufficient equipment, and trained teachers to accommodate all children.</p> <p>Unless supported by an international organization, schools do not often provide breakfast. In Sudan most households consume two meals per day: one around 11 a.m. and one after sunset. In the past, providing the breakfast meal at school greatly improved school enrolment rates.</p> <p>Parents are not always able to afford all school fees for all their children. Typically, parents pay for school uniforms, books, stationery and teacher salaries (in Assalaya, Al Meiram and Keilak).</p> <p>Children of refugee families that are not registered, and IDPs that do not possess identity papers, cannot enrol in schools at all. Here, it should be kept in mind that IDPs come from regions where birth registration is not always common practice, or households did not have the chance to bring their papers when fleeing. South Sudanese refugees are not always registered because many originate from what was the same "region" before the secession of South Sudan, and they do not consider it necessary for this reason.</p>
Poverty	Economic development and livelihood opportunities in the target communities are very limited. As a result, poverty rates are high. With the exception of respondents in Kharasana/Keilak, almost all qualitative interview respondents indicated that limited household financial resources formed the main contributing factor to children engaging in child labour (and to children not attending school).
Displacement	Related to the above, some qualitative interviewing respondents noted that FDP children were at higher risk of child labour. Despite some services available for refugees, access to decent livelihood opportunities is lower among FDP households. As a result, FDP households are more likely to require children to contribute to the household income to ensure they are able to meet their basic needs.
Access to social protection services	Limited access to child protection services, and social protection services for households facing economic hardship, mean that households living in poverty often do not have a choice but to take their children out of school to contribute to the household income.

49 KRT-KII-05, KRT-KII-06, KRT-KII-07, ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-KII-14, ED-KII-15, ED-IDI-01, ED-IDI-02, ED-IDI-03, ED-IDI-10, ED-IDI-11, ED-IDI-12, ED-IDI-09, ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-KII-30, ED-KII-31, ED-KII-32, ED-KII-33, ED-KII-34, ED-IDI-05, ED-IDI-06, ED-IDI-07, ED-IDI-04, ED-KII-21, ED-KII-22, ED-KII-23, ED-KII-24, WK-KII-59, WK-KII-60, WK-KII-61, WK-KII-62, WK-KII-63, WK-KII-64, WK-IDI-22, WK-IDI-23, WK-IDI-24, WK-IDI-25, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-KII-56, WK-KII-57, WK-KII-58, WK-IDI-28, WK-IDI-29, WK-IDI-30, WK-IDI-31, WK-IDI-17, WK-IDI-18, WK-IDI-19, WK-IDI-20, WK-KII-50, WK-KII-49, WK-KII-48, WK-KII-47, WK-KII-46, WK-KII-45, WK-KII-44, WK-KII-43.



## Social norms and attitudes

The main factors that contribute to child labour are rooted in the legal and policy frameworks, the implementation of the legal and policy frameworks, in community-wide poverty rates and lack of livelihood opportunities and services. Some factors at household level, however, appear to increase the incidence of child labour. These include the following: HC and refugee children are more likely to engage in child labour if their household includes at least one PLWD; HC (and to an extent refugee) children living in households headed by women are more likely to engage in child labour; and HC children living in households of which the head has not completed primary school are more likely to engage in child labour. In programming, households that have one or more of the above-mentioned characteristics are likely to need some additional support to ensure that children in such households do not need to perform paid or unpaid tasks that may be considered as child labour. Limited differences for FDP household characteristics are probably due to the fact that FDP children are already at higher risk of child labour because of their migration status.

In addition, for pastoralist communities, livestock herding and seasonal migration is the main source of livelihood but also the traditional way of life. The current education system does not accommodate for migrating communities. As a result, efforts to include pastoralist children in the formal education system have largely been unsuccessful. Because livestock provide the main source of livelihood for such communities, children are often involved in herding from a young age. Such traditional practices, to an extent, have carried over to households that rely on other types of family businesses as the main source of livelihood. It is fairly common that children start helping in family businesses other than livestock herding and farming at a fairly young age (9 or 10 years old). To a certain extent, such participation in family income-generating activities is regarded as an essential part of a child's upbringing. However, this does not, and does not have to, definitively lead to child labour. And in East Darfur, for some families, it is considered an honour if a household member joins the armed forces, even if this household member is a minor.

In Ed Daein, and in all communities in West Kordofan (El Fula, Al Meiram and Kharasana/Keilak), key stakeholders such as government officials, teachers and protection workers think that parents themselves are part of the issue. They are convinced that parents do not consider education important and take their children out of school because of it. In the same communities, however, none of the parents indicate any reason other than economic for their children not to attend school, and all considered education essential for making money in their community.<sup>50</sup> While it may be true that some parents – pastoralist parents in particular – are not yet convinced of the value of education, soaring poverty rates, the lack of decent livelihood opportunities and limited access to social services are far more likely explanations for parents not enrolling children in school, and requiring children to work to contribute to household income.

In fact, the assumption of key stakeholders that parents do not value education may directly hamper the efforts of reducing and eradicating child labour in the target communities. This is because out of this perception, it follows that if only all parents would enrol their children into school, all child labour would disappear. As a result, other essential contributing factors, such as access to quality basic (educational) services free of charge, access to decent livelihood opportunities, and access to social protection services, are overlooked.

Another important contributing factor was highlighted by parents in qualitative interviews. They argued that household dynamics may contribute to child labour and the worst forms of child labour as well. When parents divorce and children remain with their mother, it may be that households struggle to access employment opportunities. Not only because of the views communities have of working women, but also because of the negative perceptions communities have of divorced women. In such cases, children face

50 WK-KII-59, WK-KII-60, WK-KII-61, WK-KII-62, WK-KII-63, WK-KII-64, WK-IDI-22, WK-IDI-23, WK-IDI-24, WK-IDI-25, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-KII-56, WK-KII-57, WK-KII-58, WK-IDI-28, WK-IDI-29, WK-IDI-30, WK-IDI-31, WK-IDI-17, WK-IDI-18, WK-IDI-19, WK-IDI-20, WK-KII-50, WK-KII-49, WK-KII-48, WK-KII-47, WK-KII-46, WK-KII-45, WK-KII-44, WK-KII-43, ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-KII-14, ED-KII-15, ED-IDI-01, ED-IDI-02, and ED-IDI-03.



increased risks of engagement in child labour or the worst forms of child labour. In other cases, children may look for ways to stay out of the home as much as possible when there is ongoing abuse in the household.<sup>51</sup> Though parents did not indicate how common this is in their communities.

## ► Protective factors

### ► Figure 13. Protective factors: key take-aways

- Factors that would be likely to protect children from engagement in child labour and the worst forms of child labour include: revision of the legal and policy frameworks pertaining to child labour; awareness-raising and capacity-building of government bodies tasked with monitoring and addressing child labour; increasing the inclusion in and provision or availability of basic services, social protection services and livelihoods opportunities.
- School enrolment was not found to be a protective factor that prevents children from engaging in child labour.
- The existing child protection mechanisms that also serve to prevent and address child labour are sound in essence, but severely underfunded and under-resourced.
- The majority of the issues that need to be addressed to ensure some protection of children from engagement in child labour sit within the Ministry of Social Development and Labour. A significant increase in funding to this Ministry is required to cover the inclusion of additional households in social protection schemes, as well as legal and policy revisions, capacity-building of staff, and a significant increase in budget and resource allocation to State and local level offices.

Within the target communities, there are very few factors present that prevent children from engaging in child labour. For this reason, this section discusses some of the aspects at community level that could be addressed through development programming. This is followed by a mapping of stakeholders connected to child labour and the prevention of child labour to identify some of the protective mechanisms and capacities that are already present.

The first factor that would help better protect children against engagement in child labour is revision of the legal and policy frameworks. These should all be aligned, including the Labour Law, the Federal Child Act of the Ministry of Justice, and the articles related to education in the Interim Constitution of 2005. In addition, sufficient budgets should be allocated, and resources provided to state and local level departments of the Ministry of Social Development and Labour, and FCPUs. Inspectors, social workers, protection workers and police officers at the community level who work to prevent child labour should receive comprehensive capacity-building that includes awareness of (revised) policies, and deep understanding of the root causes of child labour in the communities in which they work.

<sup>51</sup> Idem.



Second, to reduce and eradicate child labour in the target communities, it is essential that larger segments of the population gain access to social protection services and other basic services. This would require the inclusion of a large number of additional households in direct support cash transfers, as well as the legal registration of those who were not registered at birth, have lost their registration documents, and those who have not yet registered after arrival in Sudan (the NCCW noted that the Ministry of Social Development and Labour has already contracted the National Registry for this purpose). In addition, the social protection and basic services provided in the target communities should be expanded. In the Baseline Survey conducted for the PROSPECTS partnership, it became clear that health, social protection and educational service provision and access to clean water are very limited in each of the target communities.

Thirdly, each of the communities is in need of extensive economic development programming to increase the number and quality of livelihood opportunities to which households have access. In qualitative interviews, nearly all respondents note that the key protective factors in their community are (1) increased access to better quality livelihood opportunities to reduce poverty; (2) social protection services, aid or direct transfers; and (3) access to quality educational services completely free of charge (charges for teacher salaries, books, stationery and uniforms should also be covered), including school meals.<sup>52</sup>

Contrary to what one might expect, enrolment in formal education was not found to be a protective factor. The Ministry of Education, in cooperation with UNICEF and a wide range of other humanitarian and development partners, has been focused on encouraging school enrolment over the past decades. Even though schools in remote areas such as El Nimir, Assalaya, Kharasana/Keilak and Al Meiram often have underequipped schools with an insufficient number of teachers to serve to all children in communities, school-age children enrolled in school were not found to be significantly less likely to engage in child labour. While there is still room for improvement in terms of school enrolment for pastoralist children and for the target communities in West Kordofan, the improvement of livelihood opportunities and access to social protection services would be likely to contribute more significantly to preventing and eradicating child labour.

## Stakeholder mapping

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As part of this assessment, a mapping of stakeholders involved in addressing children's work in Sudan was completed to identify the roles, interests, needs, relationships and capacities of all stakeholders. Such stakeholder mapping directly informed research design, as well as concrete programmatic recommendations aimed at addressing child labour. Table 12 provides an overview of the findings of the stakeholder mapping exercise.

52 KRT-KII-05, KRT-KII-06, KRT-KII-07, ED-KII-10, ED-KII-11, ED-KII-12, ED-KII-13, ED-KII-14, ED-KII-15, ED-IDI-01, ED-IDI-02, ED-IDI-03, ED-IDI-10, ED-IDI-11, ED-IDI-12, ED-IDI-09, ED-KII-25, ED-KII-26, ED-KII-27, ED-KII-28, ED-KII-29, ED-KII-30, ED-KII-31, ED-KII-32, ED-KII-33, ED-KII-34, ED-IDI-05, ED-IDI-06, ED-IDI-07, ED-IDI-04, ED-KII-21, ED-KII-22, ED-KII-23, ED-KII-24, WK-KII-59, WK-KII-60, WK-KII-61, WK-KII-62, WK-KII-63, WK-KII-64, WK-IDI-22, WK-IDI-23, WK-IDI-24, WK-IDI-25, WK-KII-51, WK-KII-52, WK-KII-53, WK-KII-54, WK-KII-55, WK-KII-56, WK-KII-57, WK-KII-58, WK-IDI-28, WK-IDI-29, WK-IDI-30, WK-IDI-31, WK-IDI-17, WK-IDI-18, WK-IDI-19, WK-IDI-20, WK-KII-50, WK-KII-49, WK-KII-48, WK-KII-47, WK-KII-46, WK-KII-45, WK-KII-44, WK-KII-43.



► Table 12. Stakeholder mapping

Stakeholders	Roles	Challenges	Opportunities
Ministry of Social Development and The Ministry of Labour and Administrative Reform <sup>53</sup>	Responsible for the implementation of rules and regulations that prohibit child labour and the worst forms of child labour, and regulate children's work. This work is done through inspectors at the community level. It also supervises the NCCW.	Limited funding and resources. //Many of the potential protective factors are concentrated in this ministry: social protection services, labour conditions, and so on.	Already working on improving access to and inclusion of families that are not currently receiving social protection services.
NCCW	Manages child protection issues at national and State levels, and institutionalizes and promotes child rights as integral components of national policy and planning.	The NCCW has limited impact on policy implementation on the ground, as little policy is implemented in the target communities.	An essential supporting body for revisions of the legislative framework with regards to child labour.
State Council for Child Welfare	Represent the NCCW at state level.	Generally, State budgets of government departments are fairly small, because most decisions are made at national level. Therefore, such an office is likely to hold little power over policy planning and the implementation of other departments.	May be able to contribute to capacity-building activities of other stakeholders and function as a legal referral when it comes to child labour and child protection issues.
FCPU and Department of Social Development	FCPU sit within the police and are responsible for all cases that involve children in contact with the law. They work closely together with social workers from the Department of Social Development at the State and local levels.	In need of additional funding and resources.//Appear to be fairly effective when cases are reported to them, but do not have to capacity to actively monitor and address child labour.	Effectively functioning system.
International community	Provides support with setting up national mechanism (UNICEF), mechanisms for refugees (UNHCR), or support community-based protection committees (INGOs).	Interventions are often temporary. Qualitative interview respondents inform that little of their work is permanent.//Systems that are set up are not always supported or carried by the community.	Mechanisms set up by the Ministry of Social Development and Labour, supported by UNICEF, remain functional, and have great potential if provided with sufficient funding and resources.//Could further contribute to the economic development and social protection of communities.
Community volunteers or committee members	Conduct community awareness campaigns to support children going back to school, and raise awareness on the risks and detrimental effects of child labour on children.	Have limited tools and resources to conduct their work and support families in need.//Appear biased in the data collected for this assessment against households that do not enrol their children in school – economic need at household level for children to contribute to income is often dismissed.//Often assume that parents consider school not to be important.	
Employers	Recruit and employ children	Often employ children informally.// Often children's parents.//Often do not respect the maximum number of working hours children are allowed to work.//Overall, consider the acceptable working age of children to be much lower than it is by law.	Could play a key role in apprenticeship programmes for boys and girls with compensation without losing all of their employees but contracting them legally.

53 At the time of data collection, the split between these two ministries had not yet taken place. Data collected for this report, and responses received from respondents, considered the ministries as one: the Ministry of Labour and Social Development.



# Conclusions

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In the target communities in East Darfur and West Kordofan, child labour and children's work are very common. Most children start working before the age of 10, often in support of family businesses, or through informal employment agreements with community members known to their parents. Child labour is largely determined by the number of hours that children spend engaging in income generating activities but is not related to school enrolment. In each community, considerable numbers of children were working in hazardous conditions, often because of working long hours in the sun and carrying heavy loads. In addition, in both States there were reports of the worst forms of child labour, including recruitment of children to fight, sexual exploitation of children, and serfdom.

The main factors contributing to child labour start with contradicting legal and policy frameworks. Across the Labour Law, Federal Child Act, and Interim Constitution, it is not clear what types of work at what age are permitted. In addition, limited awareness of these contradictions in the target communities leads to stakeholders relying on only one of these sources as reference. As a result, children work long hours that often interfere with schoolwork. In addition, capacity within the ministries of Social Development, and Labour and Administrative Reform to implement laws and policies appears to be limited to the State capitals only in West Kordofan and East Darfur. Monitoring of inspectors was only mentioned in Ed-Daein and El Fula. FCPUs are available to each of the communities, but, owing to resource restrictions, FCPUs normally only respond to cases that have been reported to them specifically.

Other main factors that contribute to child labour closely relate to the community context children are living in. They can be summarized as follows:

1. **Widespread poverty** is a result of households having access to highly limited social protection services, displacement and the unavailability of decent livelihood opportunities. As a result, households struggle to pay for basic needs, including fees for education of their children. Therefore, children work to support household production or in support of the household income.
2. **Highly limited access to basic and social protection services** further limits the opportunities of households to improve their living standards. Limited service provision also creates the need for households to pay for school fees in the first place: schools in the target locations often do not have books, stationery or other resources available, and households are often required to pay for uniforms and teacher salaries as well.





A young boy on a donkey cart in Al Meiram, West Kordofan state. Photo © Caroline Knook

3. **Displacement** further contributes to child labour because displaced families are not established in the communities they settle in temporarily; they usually have even less access to decent work opportunities and possess fewer resources that may be used to generate income.
4. **The type of employment agreements** that children enter into are almost always verbal, and children are normally paid on a daily basis. This further complicates monitoring of child labour and puts children at higher risks of exploitation, because such types of agreements offer no security.
5. Lastly, persisting **social norms and attitudes** increase the likelihood of children engaging in child labour. Contribution to household production is considered as an essential part of a child's upbringing. Traditionally, such contributions would take place at a farm or herding livestock. However, such norms have carried over to family businesses outside the agricultural sector, where children's work is not permitted under the age of 14. In addition, in some communities of East Darfur, joining armed forces is still considered a great honour, even if the household member is a minor.

At individual and household level, boys are slightly more likely to engage in child labour than girls. Children living in households that include PLWDs, or are headed by women, or have heads who did not complete primary education, are more likely to engage in child labour. However, addressing these factors alone would not be likely to lead to a significant reduction in children engaging in child labour.

Lastly, another group of concern is children living in pastoralist households. While data obtained on pastoralist children in this assessment is limited, qualitative interviews attest that pastoralist children start contributing to household production at a very young age. Livestock herding for such households the main source of income, livestock rearing and seasonal migration are part of the traditional practices of such groups, in which children are included. In addition, in the specific lifestyle of pastoralist communities, formal education holds limited value, assuming that children will want to carry on community traditions. The formal education system is not currently equipped to service pastoralist children. Some attend school for certain seasons but leave when their family migrates from the area. While inclusion of pastoralist children in mobile education facilities has been effective at small scale, this approach has not been adopted in the formal education system.



# Recommendations

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- ▶ At legal and policy levels, it is recommended that the ILO support the TGoS and the future government of Sudan with a thorough review of the laws and policies preventing child labour and the worst forms of child labour to bring them fully in line with international standards. For such a review it is essential that the updated rules and regulations be reflected in all legislative instruments pertaining to child labour, including the Labour Law, the Federal Child Act, and the articles pertaining to education in the Interim Constitution. Such a review should include a list on hazardous types of work, lists of light work or acceptable work, updating the maximum hours children can work, and updating laws and policies on internship, apprenticeship and informal training arrangements.
- ▶ The mechanism that ensures the implementation of rules and regulations and works to prevent child labour and the worst forms of child labour set up by the Government of Sudan (between 2007 and 2017), supported by UNICEF, is sound in essence. However, the ILO or other relevant agencies should continue to advocate for sufficient budget allocation to State and local level government for the prevention of child labour and the worst forms of child labour, and should increase or continue support to local level FCPUs to ensure their capacity is sufficient to effectively respond to and prevent child labour and the worst forms of child labour.
- ▶ It is recommended that two kinds of awareness sessions be conducted with regard to the prevention and eradication of child labour and the worst forms of child labour. Firstly, a wide range of community stakeholders (community leaders, employers, teachers, parents, community committee members, community volunteers and children) should be included in awareness sessions of the (reviewed or existing) policies and regulations pertaining to labour, specific limitations to children's work, compulsory education, and awareness and guidance for accessing basic services, social protection services and child protection services. Secondly, stakeholders responsible for implementing the rules and regulations pertaining to child labour and the worst forms of child labour, including government officials, social workers, FCPUs, police officers and community leaders should receive similar awareness sessions on the applicable rules and regulations, as well as the wide range of factors that contribute to child labour or protect children from child labour. Such sessions should be paired with training sessions on how to consider this wider range of factors in the existing approach to preventing child labour; government duty-bearers should receive training to support informed and comprehensive response to child labour cases that take into consideration all factors that contribute to child labour.



- ▶ In support of efforts directly aimed at eradicating and preventing child labour in the target communities, broader community interventions aiming to improve livelihood opportunities, economic development and access to basic and social protection services are recommended. The PROSPECTS partnership is a good example of efforts aimed at inclusive and sustainable community development; such efforts contribute to the reduction of household vulnerability levels, and will reduce the need for children to contribute to the household income.
- ▶ Another, more immediate solution to reduce household need for additional income through child labour is to advocate for or implement additional school meal programming. Community members in most of the FGDs indicate that this method has been highly successful in combating child labour, the worst forms of child labour, and increasing school enrolment of school age children.
- ▶ Because the main contributing factors to child labour in the target communities of this study are systemic, rather than related to very specific community dynamics, it is unlikely that these factors greatly vary across Sudan. For this reason, it will probably not be necessary to conduct additional research into contributing and protective factors in other areas in Sudan. Instead, in future studies, the ILO should attempt (in cooperation with and with approval of the TGoS or future government of Sudan) to further study the dynamics of the worst forms of child labour, including child trafficking, children in armed forces, enslavement of children, and the sexual exploitation of children.
- ▶ While the findings of this assessment do not indicate that increased school enrolment would contribute to the reduction of child labour in the target locations, adequate educational services in all the target communities are lacking. This lack of educational opportunities is highlighted as one of the key needs in most of the focus group discussions. Therefore, it is recommended that the Ministry of Education increase efforts to find alternative modes of education that allow the inclusion of pastoralist children in the formal education system. For example, this could be done by increasing the capacity of mobile education units.



## ► Annex 1: Statistical tables

► **Figure 14. Logistic Regression: Households earning less than the absolute poverty line**

Logistic regression					Number of obs	1,173
					LR chi2(13)	76.10
					Prob > chi2	0.0000
Log likelihood = -276.98967					Pseudo R2	0.1208
incpov	Odds Ratio	Std . Err.	z	P> z	[95% Conf. Interval]	
hhgen	1.257328	.310654	0.93	0.354	.7747085	2.040696
hhedu	.8390839	.228162,4	-0.65	0.519	.4924339	1.429759
hhdep	1.040378	.2518957	0.16	0.870	.6472894	1.672182
hhsiz	.8041641	.1952517	-0.90	0.369	.4996573	1.2'94247
hhdis	.8898658	.2144153	-0.48	0.628	.5549137	1.426,999
communityl	37.25393	38.16311	3.53	0.000	5.602613	277.4261
community2	2.590982	.9006661	2.74	0.006	1.310911	5.121008
community3	2.448872	.7260649	3.02	0.003	1.368892	4.378033
community4	1	(omitted)				
noass	.9048638	.258256	-0.35	0.726	.5171814	1.583155
nosou	1.307151	.3536707	0.99	0.322	.7691653	2.221427
incins	.5594922	.1674792	-1.94	0.052	.3111674	1.005991
hh_status 2	3.2.24506	1.249892	3.02	0.003	1.508406	6.893,
hh_status 3	1.99793	.6901416	2.00	0.045	1.015199	3.931963
cons	5.821266	2.242987	4.57	0.000	2.735532	12.38777

► **Figure 15. Logistic Regression: Households that score 'high coping' in the RCSI**

Logistic regression					Number of obs	1,173
					LR chi2(16)	370.62
					Prob > chi2	0.0000
log likelihood = -624.81423					Pseudo R2	0.2287
rsci	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
hhgen	.9216213	.1365973	-0.55	0.582	.6892748	1.232289
hhedu	.8078317	.1366939	-1.26	0.207	.5798136	1.125521
hhdep	1.280271	.1876932	1.69	0.092	.960533	1.706443
hhsiz	1.441885	.2156148	2.45	0.014	1.075585	1.932932
hhdis	1.291586	.1897038	1.74	0.081	.9685049	1.722444
communityl	.4956075	.1132526	-3.07	0.002	.316685	.7756185
community2	.2.177602	.0514246	-6.45	0.000	.1370771	.3459329
community3	1.419942	.2968609	1.68	0.094	.9425783	2.139882
community4	1	(omitted)				
incpov	.8,974146	.2427376	-0.48	0.689	.5281478	1.524863
noass	2.08-9922	.3883599	3.97	0.000	1.451963	3.008186
nosav	1.398477	.3459851	1.36	0.175	.8611265	2.271139
incsou	1.80475	.33233,84	3.21	0.001	1.257973	2.589183
incins	1.27786	.2145076	1.46	0.144	.9195951	1.775702
nosou	1.475'96,	.2301308	2.50	0.013	1.087316,	2.003519
hh_status2	3.638829	.7710838	6.10	0.000	2.402085	5.512327
hh_status3	5.779997	1.232129	5..23	0.000	3.806062	8.777671
_cons	.1884851	.0794905	-3.96	0.000	.8824701	.4307817



## ► Annex 2: Survey methodology

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### Research objectives

All data for this study on child labour among forcibly displaced and host communities in East Darfur and West Kordofan States (from here on 'child labour assessment') was collected in conjunction with the data collection for the PROSPECTS Sudan Baseline Survey. The child labour assessment, however included a specific qualitative component that aimed to enhance knowledge and understanding of child labour in FDPs and HCs in East Darfur and West Kordofan, including working conditions of child labourers, as well as the causes for child labour. The specific objectives of the qualitative component are defined as:

1. Provide an in-depth understanding of activities performed by children, including tasks, conditions of work, main hazards and the interplay between children's work/child labour and school attendance;
2. Assess the existence of worst forms of child labour (WFCL) other than hazardous work and identify in which form children are involved;
3. Provide an in-depth understanding of the socio-economic environment where child labour/WFCL other than hazardous work occurs;
4. Identify what are the main factors at family and community level that push children into child labour/WFCL other than hazardous work occurs, and what are those that prevent children from working (protective factors);
5. Assess gender differences with regard to children's activities (school attendance, work, activities/tasks performed by boys and girls, performance of household chores, social and cultural norms regarding the role of girls vs. boys, etc.); and
6. Provide recommendations on how to decrease, eliminate and prevent child labour/WFCL other than hazardous work occurs in FDPs and HCs in East Darfur and West Kordofan States.

Specifically, the assessment was guided by the following research questions:

#### 1. Assessing the extent, characteristics and determinants of child labour

- a. The nature of child labour among children in, including, specific tasks and activities undertaken (industry, occupation), conditions of work (including access to water, work intensity measured by weekly hours of engagement in this work); seasonality in the work, if any; the hazards to children's health at the workplace (in terms of work-related illnesses, injuries and accidents); abuse encountered at workplace (bullying by adults, pay cuts without sufficient reason, violence, sexual harassment, etc.); the nature (ex: in kind), rates and terms of remuneration; entrance in the labour market (when the child started to work) and process of recruitment of child workers, among others – with data disaggregated by age and sex;
- b. Demographic and socio-economic characteristics on children and their families, including but not limited to household size/composition (number of adults, children, presence of parents), disabilities, levels of education of family heads and other adult members (including vocational/skills training received), hours of work, earnings, decent work deficits, other income generating activities or sources of revenue, type of dwelling, other working and living conditions;
- c. The characteristics of the productive structure within the communities;
- d. Migration/refugee status of the children/families, length or present residence, place of origin, and whether involvement in work has preceded change in the residence of the child/family; If the children travelled with their family or if they are unaccompanied;



- e. The interplay between work and school: current school enrolment and attendance of children, performance (drop out, repetition);
- f. Gender differences with regard to child labour (namely, different activities / tasks performed by boys and girls in the workplace, performance of household chores, social and cultural norms regarding the role of girls vs. boys, etc.).

## 2. Attitudes towards child labour

- a. Characteristics of the sector and employers that use child labour, including role of any labour contractors;
- b. Parental attitudes and knowledge levels regarding the risks children face in the workplace and/or during the commute to and from work;
- c. Employers' attitudes and knowledge levels regarding risks children face and national legislation on child labour.

## 3. Assessing national response to child labour

- a. Access to education, health care, and other state-provided social services for working children and their families; What are the barriers and challenges (from the demand and supply sides) that children face in accessing these services? Are there differences according to migration status?
- b. Social protection measures: Are there social services they can refer them to? Are there differences according to migration status? What are the individuals' interests in the different livelihood interventions? How effective are these services in addressing the root causes of child labour, withdrawing children from child labour (including moving to safe work children above the minimum age), reintegrating them into education and remediating the effects of child labour?

## Methods

To best inform the above research objectives, Consilient applied a mix-methods approach that included a comprehensive desk review, direct observations, qualitative interviews with relevant stakeholders (KIIs and IDIs), and analysis of quantitative data collected as part of the PROSPECTS Sudan Baseline Survey. This methodology allows for detailed descriptions of the characteristics and conditions of the work children do, help identify the main factors that push children into child labour, and provides insight into the role available education, protection and other social services play in the prevalence of child labour. Data was collected in person in Khartoum with federal level stakeholders, at the state level in East Darfur (Ed Daein, Assalaya, and Nimir), and West Kordofan (El Fula, Keilak-Kharasana, and Al Meiram).



► **Table 13. Research Methods Overview**

Approach	Source	Activities	Quantity (Qualitative Component)	Quantity Baseline Survey
Desk Review	ILO, UNICEF, UNHCR, IFC, the Netherlands MFA	Review existing primary data and secondary literature, including project documentation, legal and policy documents, and other relevant regional and thematic assessments	1	1
Quantitative Household Surveys	Host community, pastoralist, refugee, FDP, and migrant households	Conduct quantitative household surveys in ED and WK		1172 Household Surveys
Direct Observations	Consilient Research Team	The research team provided daily reports on observations of the conditions in the studied locations that (in)directly relate to Child Labour	N/A	
Qualitative Key Informant Interviews (KIIs)	TGoS Representative Project and partner staff from ILO, UNICEF, IFC, World Bank, and government of the Netherlands Private sector actors Employers of children NGOs Protection Workers Teachers or Principals Traders/brokers Cooperatives and self-help groups Community leaders	Conduct in-depth key informant interviews with relevant implementing Partners and key stakeholders at the national, state, and community level	34 KIIs	64 KIIs
Qualitative In-depth Interviews (IDIs)	Business owners Pastoralists Refugee and IDP Community members Women and youth Working Children	Conduct qualitative in-depth interviews with relevant stakeholders at the community level	16 IDIs	32 IDIs

## Data collection tools

The household survey was designed to cover information on households, information on the heads of household, and information on the activities of specific (randomly selected) children in the household, aged 5–17 years old. This way, the household survey provided insights on the context of the target communities, and on the prevalence, types, and contributing and protective factors of child labour in those target communities. The majority of the questions in the household survey were conducted with a main respondent that was most knowledgeable of all day-to-day aspects of the household. The survey included household demographic information, and key features of the head of household such as gender, primary school completion, and disability (because such factors are likely to impact household vulnerability), and specific questions intended to identify patterns in vulnerability in households. In addition, the household survey included a Child Labour section. For this section, the survey randomly selected one of the children in the household, and the main survey respondent was asked to answer questions about this specific child. The section included demographic data of children including gender, age, disability, and school attendance besides detailed questions about children's work, and child labour.

In addition to the household survey, Consilient conducted KIIs and FGDs. These served to provide better understanding of some of the quantitative findings and dynamics that influence children's work in the target locations. In addition, they aimed to identify some of the protective networks that exists in Sudan, and provide insight in the attitudes and practices of key duty bearers.



The table below provides an overview of how the different data collection methods informed the specific research questions during analysis.

► **Table 14. Indicator Matrix**

Indicator / Research question	Desk Review	Household Survey*	KII with TGoS	KIIs with UNICEF, UNHCR, and ILO	KIIs with Local Government	KIIs with Local Police Forces	KIIs with NGOs	KIIs with Social Protection workers	KIIs with Teachers/ Principals	KIIs with Community Leaders*	KIIs with Employers	IDIs with HC and pastoralist (parents)*	IDIs with FDPs (parents)*	IDIs with Working Children
<b>1. Assessing the extent, characteristics and determinants of child labour</b>														
1.1 The nature of child labour among children in, including, specific tasks and activities undertaken (industry, occupation), conditions of work (including access to water, work intensity measured by weekly hours of engagement in this work); seasonality in the work, if any; the hazards to children's health at the workplace (in terms of work-related illnesses, injuries and accidents); abuse encountered at workplace (bullying by adults, pay cuts without sufficient reason, violence, sexual harassment, etc.); the nature (ex: in kind), rates and terms of remuneration; entrance in the labour market (when the child started to work) and process of recruitment of child workers, among others – with data disaggregated by age and sex		X			X	X	X	X	X	X	X	X	X	X
1.2 Demographic and socio-economic characteristics on children and their families, including but not limited to household size/composition (number of adults, children, presence of parents), disabilities, levels of education of family heads and other adult members (including vocational/skills training received), hours of work, earnings, decent work deficits, other income generating activities or sources of revenue, type of dwelling, other working and living conditions		X					X	X	X	X	X	X	X	X
1.3 The characteristics of the productive structure within the communities		X		X	X	X	X	X	X	X	X			
1.4 Migration/refugee status of the children/ families, length or present residence, place of origin, and whether involvement in work has preceded change in the residence of the child/family; If the children travelled with their family or if they are unaccompanied.		X		X	X	X	X	X	X	X		X	X	X
1.5 The interplay between work and school: current school enrolment and attendance of children, performance (drop out, repetition).		X					X	X	X	X		X	X	X
1.6 Gender differences with regard to child labour (namely, different activities / tasks performed by boys and girls in the workplace, performance of household chores, social and cultural norms regarding the role of girls vs. boys, etc.)		X				X	X	X	X	X	X	X	X	X
<b>2. Attitudes towards child labour</b>														
2.1 Characteristics of the sector and employers that use child labour, including role of any labour contractors	X		X	X	X	X	X	X	X	X	X			
2.2 Parental attitudes and knowledge levels regarding the risks children face in the workplace and/or during the commute to and from work							X	X		X		X	X	
2.3 Employers' attitudes and knowledge levels regarding risks children face and national legislation on child labour	X		X	X	X	X	X	X		X				



3. Assessing national response to child labour														
3.1 Access to education, health care, and other state-provided social services for working children and their families	X	X		X	X		X	X	X	X		X	X	X
3.2 What are the barriers and challenges (from the demand and supply sides) that children face in accessing these services?					X		X	X	X	X		X	X	
3.3 Are there differences according to migration status?							X	X	X	X		X	X	
4. Social protection measures														
4.1 Are there social protection services for the vulnerable population? Are the SP specifically for children in child labour/WFCL and their families? Are there differences according to migration status?	X		X	X	X	X	X	X	X	X		X	X	X
4.2 What are the individuals' interests in the different livelihood interventions?							X			X	X	X	X	
4.3 How effective are these services in addressing the root causes of child labour, withdrawing children from child labour (including moving to safe work children above the minimum age), reintegrating them into education and remediating the effects of child labour?			X	X	X	X	X	X	X	X				

## Sampling approach

Part of the PROSPECTS Sudan Baseline Survey, the household survey also collected key quantitative data on child labour. For this reason, the quantitative sampling approach used for the selection of households in the PROSPECTS Sudan Baseline Survey will be covered here first.

Consilient employed a clustered sampling approach stratified by the target location, and by household type (HC and FDP) for the household survey. These stratifications are motivated by the fact that each of these locations has fundamentally different experiences due to geographic location, the makeup of the population, and economic and socio-political structures, and the survey intended to sufficiently represent both HCs and FDPs. In each state, Consilient assigned the same number of clusters (one fewer in East Darfur, because the target population is smaller than the target population in West Kordofan). Within states, half of the clusters were be assigned to HC households and half to FDP households. Assigning of FDP and HC clusters in each location was relative to the estimated size of the specific population. Households in each cluster were randomly selected through the random walk procedure, for which starting points were randomly selected using GIS or Google Earth. The proposed household sample size was 1,134 with a fixed cluster size of 6 interviews per cluster (189 clusters in total), but Consilient was able to include some additional households in the study.

For establishing the sample size, Consilient also considered the presence of children aged five to 18 years-old. This ensured that child labour data collected was also representative of children living in the target communities. In this method, households without children aged five to 18 years old were surveyed, and the child labour module was skipped; for households with two or more children aged five to 18 years old, the survey contained a random selection mechanism that allowed the enumerator to randomly select one of the children for the child labour module. According to the data above, Consilient estimated that this would provide a sample of 965 children in the child labour module. In establishing the margin of error (MoE), Consilient assumed a 95 per cent confidence interval for estimated of key populations, and a design effect of 1.5. For the design effect, Consilient followed the standard practice of intra-cluster correlation (ICC) of 0.10 for nationwide surveys and lower values for subnational surveys – therefore, an assumed ICC of 0.10 is on the conservative end of the spectrum. Ultimately, this provided a MoE of 5.3 per cent for children living in the target communities. The table below provides an overview of the sample collected by location and by target population.



► **Table 15. Achieved Quantitative Sample**

	Host Community				Forcibly Displaced			
	Surveys/ HHs: Number	Surveys/ HHs: Per cent	Children: Number	Children: Per cent	Surveys/ HHs: Number	Surveys/ HHs: Per cent	Children: Number	Children: Per cent
East Darfur	260	47.1	232	45.5	328	52.9	280	50.4
Assalaya	155	28.1	144	28.2	113	18.2	100	18.0
El Nimir	105	19.0	88	17.3	215	34.7	180	32.4
West Kordofan	292	52.9	278	54.5	292	47.1	276	49.6
Kharasana/ Keilak	106	19.2	95	18.6	124	20.0	115	20.7
Al Meiram	186	33.7	183	35.9	168	27.1	161	28.9
<b>Total</b>	<b>552</b>	<b>100</b>	<b>510</b>	<b>100</b>	<b>620</b>	<b>100</b>	<b>556</b>	<b>100</b>

Sampling for the qualitative interviews of this child labour assessment followed a mixed-sampling approach. Respondents were identified using a purposive sampling strategy, meaning their selection was based on the relevance of certain respondents to the topic of this assessment. Some other respondents were selected using the 'snowball-approach'; when field researchers are introduced to other respondents relevant to the research by respondents they are interviewing. By allocating specific IDIs to HC and FDP community members, Consilient ensured that both groups were adequately represented. A complete list of qualitative interview respondents is included in **Annex 5: List of qualitative interview respondents**.

## Ethical considerations

During all stages of child labour assessment, Consilient ensured that the UN principles of 'do no harm' were respected. All enumerators were briefed on adequate research procedures to ensure that communities or individual participants did not face any negative consequences or any threats to their physical security as a result of our research activities. All data collection tools were translated to and administered in Arabic. Informed consent of respondents is mandatory for all of our research activities and is incorporated in each of the data collection tools designed for this assessment. Because not all of our respondents were literate, researchers obtained verbal consent from each respondent. Each respondent was informed of the following:

- The respondent's consent to take part in the data collection is completely voluntary, and refusing to take part will have no negative consequences;
- The respondent has the right to end the interview at any point with no reason given;
- The respondent has the right to refuse to answer any question they feel uncomfortable with; and
- All the information given by the respondent will be kept confidential so that their responses and their identity cannot be linked together.

Recordings are stored on a password protected server managed by Consilient.

Consilient is mindful of the fact that minors are a key demographic interviewed as part of this assessment, and recognizes the importance of abiding by strict child-protection standards. At all times, Consilient researchers adhered to the DfID Ethics Principles for Research and Evaluation, and its accompanying guidance note. The ten core child protection principles included in this document were discussed thoroughly during researcher training and guided our researchers when surveying children during data collection. The principles include:

- Identifying and securing ethical permissions for the study we are undertaking;
- 'Doing no harm' to those participating in the study;



- ▶ To ensure that all participants in the study have provided voluntary and informed consent;
- ▶ Ensuring the confidentiality of information and anonymity of participants;
- ▶ Adhering to international human rights conventions and covenants; and
- ▶ Respecting cultural sensitivities and participation of excluded groups.

In addition, Consilient's research staff is trained in and guided by the ICC Code of Conduct/ESOMAR Guidelines. These state that:

- ▶ Consent must be obtained by a parent or legal guardian;
- ▶ Survey questions must be tailored to the child's age and level of maturity; and
- ▶ Strictly voluntary participation must be ensured, as well as the child's right to respond free from pressure.

Consilient believes that the best way to minimize risks associated with working with children is through active and mindful prevention of abuse. Consilient technical staff, researchers, and enumerators, always treat children in a manner that is respectful of their rights, integrity, and dignity. The welfare of each child is the overriding concern in all of our research activities where children are present. To ensure that children would always be in a safe and protective environment during interviewing, Consilient included a comprehensive module in training for this study. This module went over the Child Protection Principles. It gave the data collection team many practical protocols, guidance, and tips to ensure child safety at all stages of data collection.

For example, no child was subjected to an individual interview. Parental permission was obtained for each interview conducted with a child; a comprehensive explanation about the survey was given to the relevant authority figure present; business contact information was shared to conduct follow-ups and allow children and families to make inquiries or rescind their consent; but personal contact information was not shared between enumerators, children and their parents. Qualitative interviews with children were conducted in the form of IDIs. They will be separated by sex with one researcher and one responsible adult present (teacher, parent, or legal guardian).

## COVID-19 policy

In light of the global impact of COVID-19, organizations around the world are reconsidering their procedures and practices in order to protect their staff, avoid contributing to the further spread of the disease, and mitigate the impact of the disease on their organizational mission. Consilient's goals are similar to other organizations, but our response has been affected by the country contexts in which we operate, where varied local and national travel restrictions and other policies are in place. Our response has also been affected by the nature of data collection and research – which is often conducted face-to-face – and the time-sensitive needs of our Partners.

In general, our approach to COVID-19 is designed to reduce the potential for exposure and transmission of the virus. The specific approach to field research is tailored to the needs of individual projects, but we follow four guiding principles:

1. Reduce face-to-face interaction as much as possible;
2. Eliminate the possibility of introducing new disease vectors to a community;
3. Minimize exposure severity in terms of environment, duration, and number of individuals; and
4. At all times, follow the best mitigation practices as outlined by the WHO and CDC.



## Mitigation procedures in the field

From the perspective of completing research projects on behalf of our NGO, government, and international organization Partners, the most relevant mitigation strategies are those that impact and facilitate our ability to complete data collection. Our approach is tailored to the specific needs of a given research project, but the practices below highlight the possibilities for mitigating the impact of COVID-19 for most projects. We emphasize that these procedures are always implemented in consultation with our Partners – after discussing the research objectives, we jointly determine the best path forward.

### Eliminate or reduce travel

International and domestic flight restrictions do not impact our ability to conduct data collection because of locally-based researchers throughout East Africa, and eliminating the need for international flights.

With regards to more local ground transport, Consilient has historically made every effort to rely on team leaders and interviewers who are from the target community as this both increases their understanding of the local context as well as reduces the likelihood of logistical challenges impacting accessibility. Over its nearly ten years of existence, Consilient has developed an extensive network of field teams in every corner of the country. During the COVID-19 pandemic, we have relied on this network in order to ensure that field teams are not exposing communities to outside disease vectors.

Additionally, we have the ability to complete research entirely or partially from our office in Hargeisa. For instance, key informant interviews (KIIs) can be completed remotely via Skype or phone if the interviewee has access to a reliable internet connection. This eliminates the need for regional travel, local travel to the interview location, and exposure in public spaces or offices where KIIs are typically conducted.

### Reduce the transmission potential of face-to-face interaction

For research activities such as third-party monitoring and site visits that require in-person verification, Consilient takes extensive measures to mitigate risks to both interviewers and respondents. In these cases, our procedures allow us to minimize the number of individuals our researchers interact with, minimize the duration of interaction or exposure and follow best practices that reduce the potential for transmission within the context of face-to-face interaction.

Quantitative surveys requiring very localized geographic coverage can be conducted with our local research team recruiting respondents in-person (using a random walk or other sampling techniques) and passing contact information to our call center team, reducing the duration of exposure for both researchers and respondents and allowing researchers to avoid going into respondents' homes

- ▶ Focus group discussions that must be conducted in-person can be converted to in-depth interviews with single respondents to reduce the number of transmission vectors in a single interview (e.g., avoiding a group gathering).
- ▶ Interviews of all kinds can be conducted outdoors or in spaces that permit proper social distancing.
- ▶ When conducting in-person interviews, our teams are equipped with readily available personal protective equipment and hygienic supplies (e.g., soap, water, screen-cleaning materials, and facemasks and gloves where required).
- ▶ When conducting in-person interviews, teams are considerate of differential risk when selecting respondents, taking care not to conduct in-person interviews with individuals who are highly susceptible to the virus or more likely to experience severe symptoms or complications (e.g., the elderly or those with pre-existing health conditions).

All teams, regardless of location, undergo training and review of transmission mitigation best practices.



## Limitations

- ▶ As a result of the COVID-19 pandemic, access to respondents was somewhat restricted. Consilient adapted the data collection methodology according to our COVID-19 Policy by limiting face-to-face contact, maintaining proper physical distance, and providing our teams with needed personal protective equipment. In practice, this meant that focus group discussions were conducted as IDIs with one or two participants instead, and some of the key informant interviews were conducted remotely.
- ▶ During research design, the decision was made to make data representative for the two main target groups of PROSPECTS: host community households and forcibly displaced households (including refugees, IDPs and returnees). Because households were selected based on specific geographic clusters for each of these target groups, data may not be analysed at aggregate level. However, comparisons may be made between the two groups and between the two states.
- ▶ Where possible, geographic starting points for the random walk were randomly selected. However, in some of the locations, mobile coverage was not sufficient to update starting points regularly. To mitigate this, Consilient's team made sure to also identify HC and FDP areas together with local authorities and community leaders, so the teams could manually map out starting points that were spread out over the target areas (including border areas).
- ▶ The high inflation rates in Sudan, and strongly fluctuating exchange rate make it very difficult to assess income and purchasing power in Sudan. To mitigate this, Consilient recorded the exchange rates to USD while collecting data on a daily basis, and made sure to include a number of proxy measures that assessed household vulnerability. These included: possession of assets, gender of the head of the household, stability of income source, sufficiency of household income, and negative coping mechanisms.
- ▶ The assessment focused on providing a comprehensive picture of children's work in Sudan. While data collection tools included questions that touched on the worst forms of child labour, data obtained on issues such as recruitment in armed forces, trafficking of children, forced labour, and sex work. Given the sensitive nature of such topics, and the highly conservative character of the target communities, such issues are recommended to be assessed in a separate, highly tailored study.
- ▶ The assessment did not directly interview minors. Therefore, data on households heads of household that are minors, and unaccompanied children is very limited in this report.
- ▶ In Assalaya in East Darfur, Consilient's team found the target location largely empty because community members had travelled to work on farms for the season. To ensure the data in Assalaya adequately represents the population, Consilient's team surveyed the remaining households, and arranged with some of the community leaders for some household members working at nearby farms to return for the survey.
- ▶ The sampling methodology took into consideration accessing HC households and FDP households only. While the target locations were not necessarily market as IDP-hosting according to UNHCR and OCHA data, by chance a substantial number of IDP households were included in the FDP sample. The random walk selection strategy, however, is prone to excluding pastoralist households in the host community sample because pastoralists are usually highly mobile and often do not reside in more populated areas where random walk procedures are employed. As a result, the number of pastoralist households included in the sample was not sufficient to analyse the data for this group specifically. As a result, information on pastoralists in this baseline assessment is very limited.



## ► Annex 3: References

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## ► Annex 4: Reduced Coping Strategy Index

This assessment made use of the standardized Reduced Coping Strategies Index developed by WFP, USAID, CIS, Tango and the Feinstein International Center.<sup>54</sup> The RCSI assigns households an overall score that considers both the regularity households apply coping strategies with, and the severity of the type of coping strategies applied (some coping strategies are considered more problematic than others). This index surveys five coping strategies of varying severity:

1. Eating less-preferred foods (severity: 1)
2. Borrowing food/money from friends and relatives (severity: 2)
3. Limiting portions at mealtime (severity: 1)
4. Limiting adult intake (severity: 3)
5. Reducing the number of meals per day (severity: 1).

In the surveys, respondents were asked how many days in the previous week households applied each of the strategies. Responses varied from zero to seven for each of the questions. In preparation of data analysis, the weight of strategies two and four were adjusted by multiplying the number of days a strategy was applied by the level of severity. Then, the number of applications of all five coping strategies were added up to a total score that ranged from zero to 35. Last, the index scores were sorted into three categories: 'No or low coping' (scores 0-3), 'medium coping' (4 – 9 medium coping), and 'high coping' (10 - 35).

## ► Annex 5: List of qualitative interview respondents

Code	Type	Stakeholder	Organisation	Location	Gender	Age
KRT-KII-01	KII	Partner Staff	Embassy of the Kingdom of the Netherlands	Khartoum (remote)	Female	
KRT-KII-02	KII	Partner Staff	ILO	Khartoum (remote)	Male	
KRT-KII-03	KII	Partner Staff	IFC	Khartoum (remote)	Male	
KRT-KII-04	KII	Partner Staff	UNICEF	Khartoum (remote)	Male	
KRT-KII-05	KII	Government Representative	NCWC	Khartoum	Male	
KRT-KII-06	KII	Private Sector	Private Trader	Khartoum	Male	
KRT-KII-07	KII	Private Sector	Private Trader	Khartoum	Male	
ED-KII-08	KII	Partner Staff	UNCHR	Ed Daein	Male	
ED-KII-09	KII	Partner Staff	UNICEF	Ed Daein	Female	
ED-KII-10	KII	Government Representative	Family Tracing and Reunification	Ed Daein	Male	
ED-KII-11	KII	Government Representative	Ministry of Welfare and Social Development	Ed Daein	Male	
ED-KII-12	KII	NGO	Global Aid Hand	Ed Daein	Male, Male Female	
ED-KII-13	KII	NGO	ARC	Ed Daein		
ED-KII-14	KII	Private Sector	Protocol Company	Ed Daein	Male	

<sup>54</sup> WFP, USAID, CIS, Tango, Feinstein International Center, *The Coping Strategies Index. A tool for rapid measurement of household food security and the impact of food aid programs in humanitarian emergencies* (2008), p. 17.



Code	Type	Stakeholder	Organisation	Location	Gender	Age
ED-KII-15	KII	Private Sector	Owner of market stall	Ed Daein	Male	
ED-KII-16	KII	Government Representative	Public Relations Inspector	Assalaya	Male	
ED-KII-17	KII	Community Leader		Sabreen / Assalaya	Male	
ED-KII-18	KII	Local Police	Head of Police Department	Assalaya	Male	
ED-KII-19	KII	Protection Workers	ARC	Assalaya	Male	
ED-KII-20	KII	Teachers and Principals	Primary School Teacher	Assalaya	Female	
ED-KII-21	KII	Cooperative or Self-Help Group	Cooperative Association (Agriculture)	Assalaya	Male	
ED-KII-22	KII	Cooperative or Self-Help Group	Al Baraka Cooperative Association	Assalaya	Male	
ED-KII-23	KII	Trader or Broker		Assalaya	Male	26
ED-KII-24	KII	Employers of Working Children	Carpenter	Assalaya	Male	30
ED-KII-25	KII	Government Representative	Protection Officer	El Nimir	Male	
ED-KII-26	KII	Community Leader	Community Leader	El Nimir	Male	
ED-KII-27	KII	Local Police	Head of Police Department	El Nimir	Male	
ED-KII-28	KII	Protection Workers	Child Protection Network	El Nimir	Male Male	
ED-KII-29	KII	Teachers and Principals	Primary School Teacher	El Nimir	Male	
ED-KII-30	KII	Cooperative or Self-Help Group	Trading Association	El Nimir	Male	
ED-KII-31	KII	Cooperative or Self-Help Group	Women's cooperative	El Nimir	Female	
ED-KII-32	KII	Trader or Broker	Shop owner	El Nimir	Male	
ED-KII-33	KII	Trader or Broker	Media Officer	El Nimir	Male	
ED-KII-34	KII	Employers of Working Children	Tea Seller	El Nimir	Female	
WK-KII-35	KII	Partner Staff	UNICEF	El Fula	Male	
WK-KII-36	KII	Partner Staff	UNHCR	El Fula		
WK-KII-37	KII	Government Representative	General Department of Primary Education	El Fula	Male	
WK-KII-38	KII	Government Representative	Social Development Sector	El Fula	Male	
WK-KII-39	KII	NGO	Global Aid Hand	El Fula	Male	
WK-KII-40	KII	Protection Workers	Family and Child Protection	El Fula	Male	
WK-KII-41	KII	Private Sector	Electrical engineer	El Fula	Male	
WK-KII-42	KII	Private Sector	Al Rayan Charity	El Fula	Male	
WK-KII-43	KII	Government Representative	Social Care Centre	Al Meiram	Female	
WK-KII-44	KII	Community Leader	Sultan	Al Meiram	Male	51
WK-KII-45	KII	Protection Workers	Child Protection Network	Al Meiram	Male	27
WK-KII-46	KII	Protection Workers	Child Protection Network	Al Meiram	Male	
WK-KII-47	KII	Teachers and Principals	Primary School	Al Meiram	Male	60
WK-KII-48	KII	Cooperative or Self-Help Group	Altsamouh	Al Meiram	Female	
WK-KII-49	KII	Trader or Broker	Trader and fisherman	Al Meiram	Male	52
WK-KII-50	KII	Employers of Working Children	Restaurant Owner	Al Meiram	Male	
WK-KII-51	KII	Government Representative	Social Welfare and Development	Kharasana	Male	



Code	Type	Stakeholder	Organisation	Location	Gender	Age
WK-KII-52	KII	Community Leader		Kharasana	Male	58
WK-KII-53	KII	Local Police	Police Lieutenant	Kharasana	Male	
WK-KII-54	KII	Protection Workers	Community Teacher	Kharasana	Male	
WK-KII-55	KII	Teachers and Principals	Al-Khurasan Refugee School	Kharasana	Male	
WK-KII-56	KII	Cooperative or Self-Help Group	Association	Kharasana	Male	
WK-KII-57	KII	Trader or Broker	Fooddealer	Kharasana	Male	
WK-KII-58	KII	Trader or Broker	Livestock broker	Kharasana	Male	35
WK-KII-59	KII	Cooperative or Self-Help Group	Drota Cooperative and Cooperative Union	Keilak	Male	44
WK-KII-60	KII	Cooperative or Self-Help Group	Albphiera Cooperative Association	Keilak	Male	
WK-KII-61	KII	Protection Workers	Child Protection Networks	Keilak	Male	34
WK-KII-62	KII	Trader or Broker	Trader	Keilak	Male	
WK-KII-63	KII	Trader or Broker	Livestock broker	Keilak	Male	37
WK-KII-64	KII	Employers of Working Children	Baker	Keilak	Male	
ED-IDI-01	IDI	Host Community		Ed Daein	Male	39
ED-IDI-02	IDI	Working Children		Ed Daein	Male Male Male	13 12 16
ED-IDI-03	IDI	Forcibly Displaced (Refugee)		Ed Daein		
ED-IDI-04	IDI	Business Owners		Assalaya	Male	42
ED-IDI-05	IDI	Forcibly Displaced (Refugee)		Assalaya	Male Male Male Male	50 46 32 45
ED-IDI-06	IDI	Host Community		Assalaya	Male Male Male Male	41 30 42
ED-IDI-07	IDI	Women and Youth		Assalaya	Female Female Male Male	28 29 30
ED-IDI-08	IDI	Working Children		Assalaya	Male Male Male	15 18 15
ED-IDI-09	IDI	Business Owners		El Nimir	Male	28
ED-IDI-10	IDI	Forcibly Displaced (Refugee)		El Nimir	Male Male Male	
ED-IDI-11	IDI	Host Community		El Nimir	Male Male	
ED-IDI-12	IDI	Women and Youth		El Nimir	Female Female	56 46
ED-IDI-13	IDI	Working Children		El Nimir	Male Male Female	15 18 11
WK-IDI-14	IDI	Host Community		El Fula	Male	35
WK-IDI-15	IDI	Working Children		El Fula	Male	17
WK-IDI-16	IDI	Forcibly Displaced		El Fula	Male	
WK-IDI-17	IDI	Business Owners		Al Meiram	Male	24
WK-IDI-18	IDI	Forcibly Displaced		Al Meiram	Male	32
WK-IDI-19	IDI	Host Community		Al Meiram	Male	64



Code	Type	Stakeholder	Organisation	Location	Gender	Age
WK-IDI-20	IDI	Women and Youth		Al Meiram	Female Male Female Male	
WK-IDI-21	IDI	Working Children		Al Meiram	Male	13
WK-IDI-22	IDI	Business Owners		Keilak	Male	
WK-IDI-23	IDI	Forcibly Displaced		Keilak	Male	52
WK-IDI-24	IDI	Host Community		Keilak	Male	46
WK-IDI-25	IDI	Women and Youth		Keilak	Male	34
WK-IDI-26	IDI	Working Children		Keilak	Male	16
WK-IDI-28	IDI	Business Owners		Kharasana	Male	
WK-IDI-29	IDI	Forcibly Displaced		Kharasana	Male	
WK-IDI-30	IDI	Host Community		Kharasana	Male	32
WK-IDI-31	IDI	Women and Youth		Kharasana	Male	21
WK-IDI-32	IDI	Working Children		Kharasana	Male	17

## ► Annex 6: Qualitative data collection tools

### KII with the Netherlands MFA

	Interviewing Details
XII	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, including the legal and policy frameworks that govern the labour market, and existing and potential partnership mechanisms. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
	Introduction
1	Please introduce yourself, describe your role in your organization, and describe your responsibilities.
	Section 5c: Child Labour (Stakeholder Perceptions)
	As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.
73	Are you aware of any child labour monitoring mechanisms in Sudan? If so, please describe to me how they work?
	Section 8: Partnership Collaboration
	Now, I would like to ask you a couple of questions about the collaboration between key (inter)national humanitarian and development stakeholders in Sudan, and how the PROSPECTS Partnership can learn from this, and build on prior achievements.
95	Looking back on the previous few years, what would you say DID go well and what DID NOT go well in the collaboration between (inter)national humanitarian and development stakeholders in Sudan in the following areas of cooperation: 1. Joint-strategic planning between humanitarian and development actors. 2. Information-sharing. 3. Advocacy. 4. Exchange of skills and expertise. 5. Inclusivity of collaboration (national vs. international, between geographical regions, etc.)



96	What would you say have been the biggest challenges in collaboration between humanitarian and development actors to date? <i>PROBE: What caused these challenges in your opinion? What should change to overcome these challenges?</i>
97	What are the biggest knowledge gaps between humanitarian and development actors? <i>PROBE: What do you think causes these gaps? How can the PROSPECTS Partnership best overcome these knowledge gaps?</i>
98	Based on your past experience, what would you say are the main lessons learned / recommendations you have for the PROSPECTS Partnership with regards to the collaboration between humanitarian and development partners?
99	In what ways do you think your organisation/department can contribute to the work of other stakeholders involved in the PROSPECTS Partnership?
100	In what ways do you think your organisation/department needs the support of and/or can benefit of the knowledge and expertise of other stakeholders involved in the PROSPECTS Partnership?
<b>Section 9: PROSPECTS Programming</b>	
<b>In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.</b>	
101	Are you aware of any other humanitarian and/or development interventions that affect the target communities? If so, which? <i>INSTRUCTION: Please make sure the respondent also includes interventions that have ended within the past 12 months.</i> <i>PROBE: Which actors are implementing the intervention? Please describe the types of support in as much detail as possible.</i> A. To the best of your knowledge, in these programmes, what went well and what did not go well?
103	To the best of your knowledge, what types of active committees already exist in the target communities? <i>PROBE: What are their responsibilities?</i>
105	Community committees are not always successful and do not always stay active after the implementing actor ends the intervention. Based on the functioning of the different committees you know of, what would you recommend the PROSPECTS Partnership to take into consideration when forming a Local Development Committee? <i>PROBE: What makes a committee successful in your opinion? Why have some committees failed in your community? What would you say the main reasons were for the success of other committees?</i>
106	PROSPECT Partners are planning to use a Graduation Model in which community members can benefit from multiple interventions, depending on their needs. The Partners aim to ensure that community members' urgent needs are met first, before they receive activities to support their livelihoods longer term (through, for example, entrepreneurship support etc.). A. To what extent do you think this approach is an improvement to previous programming in the target communities? B. What do you think are the downsides or risks of such an approach (if any)? Please explain your answer.
107	Overall, what would you say are the main challenges to livelihood programming in the target communities? Why? <i>PROBE: How can PROSPECTS partners make sure they overcome these challenges?</i>
109	In order to support access to skills training in the target communities, PROSPECTS Partner, the ILO, is planning to work with mobile training units connected to Vocational Training Centres in neighbouring states. A. What do you think are the advantages of such an approach? B. What do you think are the disadvantages of such an approach? C. What would you recommend the ILO do to ensure sustainability of vocational skills training beyond the Partnership (your answer may include the mobile training units, but does not have to)?
<b>Final</b>	
110	We have reached the end of the interview, is there anything you would like to add?



## KIIs with PROSPECT partners

Interviewing Details	
XII	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, including the legal and policy frameworks that govern the labour market, and existing and potential partnership mechanisms. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
Introduction	
1	Please introduce yourself, describe your role in your organization, and describe your responsibilities.
Section 5c: Child Labour (Stakeholder Perceptions)	
As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.	
58	<p>The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.</li> </ul> <p>A. Who, in your opinion, is responsible for enforcing these rules?  B. In your experience, how are these rules enforced?  C. What do you think are some of the challenges to the effective implementation of the rules and regulations?</p>
73	Are you aware of any child labour monitoring mechanisms in Sudan? If so, please describe to me how they work?
Section 6: Social Protection Services & Health Care	
91	In some areas in Sudan, the National Health Insurance Fund has experimented with including refugees. Do you think it would be feasible to do this in the target communities as well? Why yes or why no?
Section 8: Partnership Collaboration	
Now, I would like to ask you a couple of questions about the collaboration between key (inter)national humanitarian and development stakeholders in Sudan, and how the PROSPECTS Partnership can learn from this, and build on prior achievements.	
95	<p>Looking back on the previous few years, what would you say DID go well and what DID NOT go well in the collaboration between (inter)national humanitarian and development stakeholders in Sudan in the following areas of cooperation:</p> <ol style="list-style-type: none"> <li>1. Joint-strategic planning between humanitarian and development actors.</li> <li>2. Information-sharing.</li> <li>3. Advocacy.</li> <li>4. Exchange of skills and expertise.</li> <li>5. Inclusivity of collaboration (national vs. international, between geographical regions, etc.)</li> </ol>
96	<p>What would you say have been the biggest challenges in collaboration between humanitarian and development actors to date?</p> <p>PROBE: What caused these challenges in your opinion? What should change to overcome these challenges?</p>
97	<p>What are the biggest knowledge gaps between humanitarian and development actors?</p> <p>PROBE: What do you think causes these gaps? How can the PROSPECTS Partnership best overcome these knowledge gaps?</p>
98	Based on your past experience, what would you say are the main lessons learned / recommendations you have for the PROSPECTS Partnership with regards to the collaboration between humanitarian and development partners?



99	In what ways do you think your organisation/department can contribute to the work of other stakeholders involved in the PROSPECTS Partnership?
100	In what ways do you think your organisation/department needs the support of and/or can benefit of the knowledge and expertise of other stakeholders involved in the PROSPECTS Partnership?
<b>Section 9: PROSPECTS Programming</b>	
In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.	
101	Are you aware of any other humanitarian and/or development interventions that affect the target communities? If so, which? <i>INSTRUCTION: Please make sure the respondent also includes interventions that have ended within the past 12 months.</i> <i>PROBE: Which actors are implementing the intervention? Please describe the types of support in as much detail as possible.</i> A. To the best of your knowledge, in these programmes, what went well and what did not go well?
103	To the best of your knowledge, what types of active committees already exist in the target communities? <i>PROBE: What are their responsibilities?</i>
105	Community committees are not always successful and do not always stay active after the implementing actor ends the intervention. Based on the functioning of the different committees you know of, what would you recommend the PROSPECTS Partnership to take into consideration when forming a Local Development Committee? <i>PROBE: What makes a committee successful in your opinion? Why have some committees failed in your community? What would you say the main reasons were for the success of other committees?</i>
106	PROSPECT Partners are planning to use a Graduation Model in which community members can benefit from multiple interventions, depending on their needs. The Partners aim to ensure that community members' urgent needs are met first, before they receive activities to support their livelihoods longer term (through, for example, entrepreneurship support etc.). A. To what extent do you think this approach is an improvement to previous programming in the target communities? B. What do you think are the downsides or risks of such an approach (if any)? Please explain your answer.
107	Overall, what would you say are the main challenges to livelihood programming in the target communities? Why? <i>PROBE: How can PROSPECTS partners make sure they overcome these challenges?</i>
109	In order to support access to skills training in the target communities, PROSPECTS Partner, the ILO, is planning to work with mobile training units connected to Vocational Training Centres in neighbouring states. A. What do you think are the advantages of such an approach? B. What do you think are the disadvantages of such an approach? C. What would you recommend the ILO do to ensure sustainability of vocational skills training beyond the Partnership (your answer may include the mobile training units, but does not have to)?
<b>Final</b>	
110	We have reached the end of the interview, is there anything you would like to add?

## KIIs with UNICEF and UNHCR

Interviewing Details	
XII	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, including the legal and policy frameworks that govern the labour market, and existing and potential partnership mechanisms. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?



	<b>Introduction</b>
1	Please introduce yourself, describe your role in your organization, and describe your responsibilities.
	<b>Section 4: Education</b>
40	In your community, what can you tell me about school enrolment more in general? A. What are the differences between boys and girls? B. What are the differences between children belonging to pastoralist families and children belonging to families permanently living in this community? C. What are the differences between children belonging to families from this area and children from forcibly displaced households?
41	To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.
42	What do you think are the reasons for children dropping out of school in your community? Please include in your answer what the main reasons are for irregular school attendance for children in your community. <i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i>
43	Do you think the reasons for some parents not enrolling their children into school are the same? If not, how are the reasons different? <i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i>
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
	<b>Section 5c: Child Labour (Stakeholder Perceptions)</b>
	<b>As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.</b>
58	The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include: - the minimum working age is 14 years old - children aged 6 - 13 should be enrolled in school - children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.  A. Who, in your opinion, is responsible for enforcing these rules? B. In your experience, how are these rules enforced? C. What do you think are some of the challenges to the effective implementation of the rules and regulations?
67	In general, what factors would you say contribute to children engaging in paid or unpaid work, tasks or chores? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i>
68	What factors would you say make children less likely to engage in paid or unpaid work, tasks or chores? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i>
71	In general, what factors would you say contribute to children being involved in the worst forms of child labour? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i>
72	What factors would you say make children less likely to be involved in the worst forms of child labour? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i>



73	Are you aware of any child labour monitoring mechanisms in Sudan? If so, please describe to me how they work?
<b>Section 9: PROSPECTS Programming</b>	
<b>In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.</b>	
105	Community committees are not always successful and do not always stay active after the implementing actor ends the intervention. Based on the functioning of the different committees you know of, what would you recommend the PROSPECTS Partnership to take into consideration when forming a Local Development Committee? <i>PROBE: What makes a committee successful in your opinion? Why have some committees failed in your community? What would you say the main reasons were for the success of other committees?</i>
106	PROSPECT Partners are planning to use a Graduation Model in which community members can benefit from multiple interventions, depending on their needs. The Partners aim to ensure that community members' urgent needs are met first, before they receive activities to support their livelihoods longer term (through, for example, entrepreneurship support etc.). A. To what extent do you think this approach is an improvement to previous programming in the target communities? B. What do you think are the downsides or risks of such an approach (if any)? Please explain your answer.
<b>Final</b>	
110	We have reached the end of the interview, is there anything you would like to add?

## KII with local government officials

<b>Interviewing Details</b>	
XII	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, including the legal and policy frameworks that govern the labour market, and existing and potential partnership mechanisms. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
<b>Introduction</b>	
1	Please introduce yourself, describe your role in your organization, and describe your responsibilities.
<b>Section 2: Businesses &amp; Market Opportunities</b>	
26	What would you say are the main obstacles to private sector investment in the target communities?
<b>Section 3: Cooperatives &amp; Business Support Services</b>	
34	In your opinion, what are the advantages of cooperatives? And what are the disadvantages?
38	In your opinion, at what age is it appropriate for a child to start performing any of the above types of work? <i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i>



Section 5c: Child Labour (Stakeholder Perceptions)	
As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.	
58	<p>The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.</li> </ul> <p>A. Who, in your opinion, is responsible for enforcing these rules?  B. In your experience, how are these rules enforced?  C. What do you think are some of the challenges to the effective implementation of the rules and regulations?</p>
59	<p>[The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.] <p>What are your responsibilities in your community towards safeguarding children and improving the lives of children?  A. Give me a detailed example of one of these responsibilities.  B. What are some of the challenges you face?</p> </li></ul>
60	<p>In your community, who would you say are responsible for preventing child labour? And, please describe what is being done in your community to prevent child labour? If you encountered a situation in which you felt like children were working in the worst forms of child labour, who in your community could you address this with?</p>
61	<p>What kind of programmes are there in your community to help children leave work and go back to school? If any, please describe the programme for me.  <i>Probe: how easy is it to access such programmes?</i></p>
62	<p>Work of children is not limited just to paid employment. Children can also be involved in helping with a family business (including family farms), household chores, taking care of siblings, work as an apprentice or trainee, or work as a volunteer. In this community, what kinds of such tasks do children perform?  <i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i>  <i>PROBE: around what age do children usually start working? What kind of paid jobs are most children doing? What can you tell me about how many days/hours children normally work per week? If children are working, do they normally also attend school? In your community, from what age is it considered normal that children start working? How do children usually get paid (cash or in-kind)? How often do children normally get paid? Would you say there are any differences between host community and FDP? What about between boys and girls?</i></p>
67	<p>In general, what factors would you say contribute to children engaging in paid or unpaid work, tasks or chores?  <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i></p>
68	<p>What factors would you say make children less likely to engage in paid or unpaid work, tasks or chores?  <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i></p>
69	<p>Recently (in the past 30 days), have you witnessed any child in your community working under hazardous conditions? (this may include biological, chemical, physical, safety, ergonomic, or psychosocial hazards, long hours, carrying heavy loads).  <i>Probe: how common are these situations? Please provide me with an example that you know of?</i></p>
70	<p>The worst forms of child labour include begging, forms of slavery and forced labour (including recruiting children to work far away from home in bad circumstances), commercial sexual exploitation, recruiting children to perform illegal activities, recruiting children to fight?  Are you aware of such incidences in this area (in East Darfur and West Kordofan)? If so, how common are these situations?</p>



71	<p>In general, what factors would you say contribute to children being involved in the worst forms of child labour?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i></p>
72	<p>What factors would you say make children less likely to be involved in the worst forms of child labour?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i></p>
73	<p>Are you aware of any child labour monitoring mechanisms in Sudan? If so, please describe to me how they work?</p>
<b>Section 6: Social Protection Services &amp; Health Care</b>	
88	<p>In your community, what kind of formal social protection services do people have access to?</p> <p><i>PROBE: what types of households in your community receive government direct cash transfers? What types of households in your community receive direct transfers from (I)NGOs? What do households receive direct cash transfers for (child and family benefits? work injuries, maternity benefits, etc) What types of households receive in-kind distributions? What kind of households in your community receive Zakat payments? Who in your community is covered by the National Health Insurance Fund?</i></p>
89	<p>What can you tell me about the healthcare services available in your community?</p> <p><i>Probe: what kind of services are available, how easy is it for you to go to a health care centre? When you go, is the medication you need normally available? When you go, is there sufficient medical personnel? When you visit the health centre, do you have to pay for services?</i></p>
90	<p>In terms of access to health and social protection services, please tell me what the differences are between different groups in your community?</p> <p><i>Probe for differences between host community and displaced households, gender, age, or other community group.</i></p>
91	<p>In some areas in Sudan, the National Health Insurance Fund has experimented with including refugees. Do you think it would be feasible to do this in the target communities as well? Why yes or why no?</p>
<b>Section 7: Social Cohesion</b>	
<p>The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.</p>	
93	<p>When you think of the decision-makers in the target communities, what can you say about the roles of the following groups:</p> <ul style="list-style-type: none"> <li>A. Local Government/Administration</li> <li>B. State government/Administration</li> <li>C. Government security forces/police</li> <li>D. Traditional/Community Leaders</li> <li>E. Private Sector Actors / Business Owners</li> <li>F. Community Committees and/or cooperatives</li> <li>G. (I)NGOs and UN Agencies</li> </ul> <p><i>INSTRUCTION: please consider what kind of responsibilities these groups of people have, if there are specific areas where they make decisions (upholding rules, conflict resolution, supporting vulnerable groups, providing basic services, etc.)</i></p>
<b>Section 8: Partnership Collaboration</b>	
<p>Now, I would like to ask you a couple of questions about the collaboration between key (inter)national humanitarian and development stakeholders in Sudan, and how the PROSPECTS Partnership can learn from this, and build on prior achievements.</p>	
95	<p>Looking back on the previous few years, what would you say DID go well and what DID NOT go well in the collaboration between (inter)national humanitarian and development stakeholders in Sudan in the following areas of cooperation:</p> <ol style="list-style-type: none"> <li>1. Joint-strategic planning between humanitarian and development actors.</li> <li>2. Information-sharing.</li> <li>3. Advocacy.</li> <li>4. Exchange of skills and expertise.</li> <li>5. Inclusivity of collaboration (national vs. international, between geographical regions, etc.)</li> </ol>
96	<p>What would you say have been the biggest challenges in collaboration between humanitarian and development actors to date?</p> <p><i>PROBE: What caused these challenges in your opinion? What should change to overcome these challenges?</i></p>
97	<p>What are the biggest knowledge gaps between humanitarian and development actors?</p> <p><i>PROBE: What do you think causes these gaps? How can the PROSPECTS Partnership best overcome these knowledge gaps?</i></p>



98	Based on your past experience, what would you say are the main lessons learned / recommendations you have for the PROSPECTS Partnership with regards to the collaboration between humanitarian and development partners?
99	In what ways do you think your organisation/department can contribute to the work of other stakeholders involved in the PROSPECTS Partnership?
100	In what ways do you think your organisation/department needs the support of and/or can benefit of the knowledge and expertise of other stakeholders involved in the PROSPECTS Partnership?
<b>Section 9: PROSPECTS Programming</b>	
<b>In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.</b>	
101	Are you aware of any other humanitarian and/or development interventions that affect the target communities? If so, which? <i>INSTRUCTION: Please make sure the respondent also includes interventions that have ended within the past 12 months.</i> <i>PROBE: Which actors are implementing the intervention? Please describe the types of support in as much detail as possible.</i> A. To the best of your knowledge, in these programmes, what went well and what did not go well?
103	To the best of your knowledge, what types of active committees already exist in the target communities? <i>PROBE: What are their responsibilities?</i>
105	Community committees are not always successful and do not always stay active after the implementing actor ends the intervention. Based on the functioning of the different committees you know of, what would you recommend the PROSPECTS Partnership to take into consideration when forming a Local Development Committee? <i>PROBE: What makes a committee successful in your opinion? Why have some committees failed in your community? What would you say the main reasons were for the success of other committees?</i>
106	PROSPECT Partners are planning to use a Graduation Model in which community members can benefit from multiple interventions, depending on their needs. The Partners aim to ensure that community members' urgent needs are met first, before they receive activities to support their livelihoods longer term (through, for example, entrepreneurship support etc.). A. To what extent do you think this approach is an improvement to previous programming in the target communities? B. What do you think are the downsides or risks of such an approach (if any)? Please explain your answer.
107	Overall, what would you say are the main challenges to livelihood programming in the target communities? Why? <i>PROBE: How can PROSPECTS partners make sure they overcome these challenges?</i>
109	In order to support access to skills training in the target communities, PROSPECTS Partner, the ILO, is planning to work with mobile training units connected to Vocational Training Centres in neighbouring states. A. What do you think are the advantages of such an approach? B. What do you think are the disadvantages of such an approach? C. What would you recommend the ILO do to ensure sustainability of vocational skills training beyond the Partnership (your answer may include the mobile training units, but does not have to)?
<b>Final</b>	
110	We have reached the end of the interview, is there anything you would like to add?



## KIIs with local police forces

Interviewing Details	
XI	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
Introduction	
1	Please introduce yourself, describe your role in your organization, and describe your responsibilities.
5	Please describe your community for me: what would you say are the most pressing needs? <i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i>
7	What would you say makes someone in your community vulnerable?
8	What can you tell me about the availability of and access to the following services for people in your community? A. Primary Education B. Secondary Education C. Vocational Training D. University E. Primary Health Care F. Maternal health services G. Pharmacy services H. Health referrals / Hospitals <i>INSTRUCTION: for each, consider (1) how long it takes to get there, (2) who provides the services, and (3) who does not have access to these services in your community?</i>
Section 4: Education	
38	In your opinion, at what age is it appropriate for a child to start performing any of the above types of work? <i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i>
41	To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
46	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)"



Section 5c: Child Labour (Stakeholder Perceptions)	
As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.	
58	<p>The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.</li> </ul> <p>A. Who, in your opinion, is responsible for enforcing these rules?  B. In your experience, how are these rules enforced?  C. What do you think are some of the challenges to the effective implementation of the rules and regulations?</p>
59	<p>[The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.]</li></ul> <p>What are your responsibilities in your community towards safeguarding children and improving the lives of children?  A. Give me a detailed example of one of these responsibilities.  B. What are some of the challenges you face?</p>
60	<p>In your community, who would you say are responsible for preventing child labour? And, please describe what is being done in your community to prevent child labour? If you encountered a situation in which you felt like children were working in the worst forms of child labour, who in your community could you address this with?</p>
61	<p>What kind of programmes are there in your community to help children leave work and go back to school? If any, please describe the programme for me.  <i>Probe: how easy is it to access such programmes?</i></p>
62	<p>Work of children is not limited just to paid employment. Children can also be involved in helping with a family business (including family farms), household chores, taking care of siblings, work as an apprentice or trainee, or work as a volunteer. In this community, what kinds of such tasks do children perform?  <i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i>  <i>PROBE: around what age do children usually start working? What kind of paid jobs are most children doing? What can you tell me about how many days/hours children normally work per week? If children are working, do they normally also attend school? In your community, from what age is it considered normal that children start working? How do children usually get paid (cash or in-kind)? How often do children normally get paid? Would you say there are any differences between host community and FDP? What about between boys and girls?</i></p>
67	<p>In general, what factors would you say contribute to children engaging in paid or unpaid work, tasks or chores?  <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i></p>
68	<p>What factors would you say make children less likely to engage in paid or unpaid work, tasks or chores?  <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i></p>
69	<p>Recently (in the past 30 days), have you witnessed any child in your community working under hazardous conditions? (this may include biological, chemical, physical, safety, ergonomic, or psychosocial hazards, long hours, carrying heavy loads).  <i>Probe: how common are these situations? Please provide me with an example that you know of?</i></p>
70	<p>The worst forms of child labour include begging, forms of slavery and forced labour (including recruiting children to work far away from home in bad circumstances), commercial sexual exploitation, recruiting children to perform illegal activities, recruiting children to fight?  Are you aware of such incidences in this area (in East Darfur and West Kordofan)? If so, how common are these situations?</p>



71	In general, what factors would you say contribute to children being involved in the worst forms of child labour? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i>
72	What factors would you say make children less likely to be involved in the worst forms of child labour? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i>
	<b>Final</b>
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## KIIs with private sector

	Interviewing Details
XII	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, including the legal and policy frameworks that govern the labour market, and existing and potential partnership mechanisms. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
	Introduction
4	Please introduce yourself and tell me a little bit about your business/organisation. <i>PROBE: Does the business/organisation produce products or sell products/services? What type of products/services? How long has this business/organisation existed? Is the business/organisation officially registered? Does the business/organisation employ any workers outside of the owner? If yes, what type of workers (full/parttime, daily workers, business/organisation partner, etc.)</i>
15	What are the main obstacles to participating (staying engaged for a longer period of time) in an income generating activity in this community?
	Section 2: Businesses & Market Opportunities
16	What sectors offer the best opportunities (for entrepreneurship)?
17	Could you please share a story with me of a successful business person that you know of in your area? <i>Probe: what sector do they work in, what does their business look like? Why do you think they are successful?</i>
18	If your business is registered, what would you say are the main advantages of registering a business? What are the main disadvantages? Please elaborate on both.
19	If your business is NOT registered, please explain why you have not registered your business.
21	In your opinion, what are the challenges facing informal sector enterprises in your area? <i>Probe: what kind of operational challenges do informal sector enterprises face? What kind of challenges do informal sector enterprises face when they want to upgrade their business?</i> What do you think needs to be done to improve the situation?
22	What services do you think the informal economy entrepreneurs would need as a priority to develop their business? Who is responsible for providing the services?



23	In your opinion, what role can the following actors play to improve the informal sector: A. Locality government B. State government C. Business Associations or Cooperatives? D. Religious Leaders government E. Financial Institutions
24	If you would need to hire new staff right now, what skills would you be looking for in an employee? <i>Probe: in general, what do you think are the most needed skills in your community? Which skills are missing in your community?</i>
26	What would you say are the main obstacles to private sector investment in the target communities?
27	Please describe the support services that are available in the target communities to provide support with income generating activities, and tell me about the services they offer.
<b>Section 3: Cooperatives &amp; Business Support Services</b>	
34	In your opinion, what are the advantages of cooperatives? And what are the disadvantages?
35	In your community, do businesses, traders, brokers and other community members ever have to pay informal taxes or fees? If so, please elaborate on how this payment system works.
36	Do you ever have to pay any informal fees or taxes? If yes, please tell me about the informal fees or taxes that you pay. <i>Probe: Where do you have to pay these fees or taxes, when do you have to pay these fees or taxes, to whom do you pay these fees or taxes?</i>
37	What factors do you take into consideration when you establish your selling prices or fees? And where do you get this information? <i>Probe: infrastructure (road access to a community), likeliness someone is able to repay you, transportation costs (including official and unofficial fees paid during the trip), scarcity of the product or service you are providing, etc.</i>
<b>Section 4: Education</b>	
38	In your opinion, at what age is it appropriate for a child to start performing any of the above types of work? <i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i>
41	To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
<b>Section 5c: Child Labour (Stakeholder Perceptions)</b>	
As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.	
58	The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include: - the minimum working age is 14 years old - children aged 6 - 13 should be enrolled in school - children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.  A. Who, in your opinion, is responsible for enforcing these rules? B. In your experience, how are these rules enforced? C. What do you think are some of the challenges to the effective implementation of the rules and regulations?



59	<p>[The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.]</li> </ul> <p>What are your responsibilities in your community towards safeguarding children and improving the lives of children?</p> <p>A. Give me a detailed example of one of these responsibilities. B. What are some of the challenges you face?</p>
<b>Section 7: Social Cohesion</b>	
The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.	
92	<p>When you think of the decision-makers in your community, what can you say about the roles of the following groups:</p> <p>A. Local Government/Administration B. State government/Administration C. Government security forces/police D. Traditional/Community Leaders E. Private Sector Actors / Business Owners / Community members that permanently own a workshop/ office/market stall F. Community Committees G. (INGOs and UN Agencies</p> <p><i>INSTRUCTION: please consider what kind of responsibilities these groups of people have, if there are specific areas where they make decisions (upholding rules, conflict resolution, supporting vulnerable groups, providing basic services, etc.)</i></p>
94	If you have a problem, what leadership figure would you go to for help? Why?
<b>Section 9: PROSPECTS Programming</b>	
In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.	
107	<p>Overall, what would you say are the main challenges to livelihood programming in the target communities? Why?</p> <p><i>PROBE: How can PROSPECTS partners make sure they overcome these challenges?</i></p>
109	<p>In order to support access to skills training in the target communities, PROSPECTS Partner, the ILO, is planning to work with mobile training units connected to Vocational Training Centres in neighbouring states.</p> <p>A. What do you think are the advantages of such an approach? B. What do you think are the disadvantages of such an approach? C. What would you recommend the ILO do to ensure sustainability of vocational skills training beyond the Partnership (your answer may include the mobile training units, but does not have to)?</p>
	FINAL
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## KIs with employers of children

<b>Interviewing Details</b>	
XI	<p>My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?</p>



	<b>Introduction</b>
4	Please introduce yourself and tell me a little bit about your business/organisation. <i>PROBE: Does the business/organisation produce products or sell products/services? What type of products/services? How long has this business/organisation existed? Is the business/organisation officially registered? Does the business/organisation employ any workers outside of the owner? If yes, what type of workers (full/parttime, daily workers, business/organisation partner, etc.)</i>
	<b>Section 2: Businesses &amp; Market Opportunities</b>
16	What sectors offer the best opportunities (for entrepreneurship)?
17	Could you please share a story with me of a successful business person that you know of in your area? <i>Probe: what sector do they work in, what does their business look like? Why do you think they are successful?</i>
20	If someone wanted to register their business in your community, what would be the process? <i>Probe: what do you think the benefits are of having a registered business? If their own business is not registered, why not?</i>
21	In your opinion, what are the challenges facing informal sector enterprises in your area? <i>Probe: what kind of operational challenges do informal sector enterprises face? What kind of challenges do informal sector enterprises face when they want to upgrade their business?</i> What do you think needs to be done to improve the situation?
22	What services do you think the informal economy entrepreneurs would need as a priority to develop their business? Who is responsible for providing the services?
23	In your opinion, what role can the following actors play to improve the informal sector: A. Locality government B. State government C. Business Associations or Cooperatives? D. Religious Leaders government E. Financial Institutions
	<b>Section 4: Education</b>
38	In your opinion, at what age is it appropriate for a child to start performing any of the above types of work? <i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i>
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
46	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)"
	<b>Section 5c: Child Labour (Stakeholder Perceptions)</b>
	<b>As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.</b>
48	In the following questions, please select the most appropriate answer (researcher circles the answers). Are you employing workers under the age of 14? YES NO
49	Do workers between the age of 14-18 perform the same tasks as the adult workers? YES NO
50	Do workers under the age of 14 years work on the same tasks as the adult workers? YES NO
51	Do workers under the age of 14 work overtime? YES NO
52	Do workers between the age of 14-18 work overtime? YES NO
53	Do workers under the age of 18 sometimes work nights? YES NO



54	Please list all the tasks that workers between the age of 14-18 perform at your place of work
55	Please list all the tasks that workers under the age of 14 perform at your place of work
56	Do your workers who are under the age of 14 years old also attend school? If yes, what kind of understanding do you have with these workers in terms of schedules?
57	Are workers under 14 years old commonly recruited in your sector? If yes, please describe the recruitment process to me.
58	<p>The Sudanese government has rules, regulations and policies to improves the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.</li> </ul> <p>A. Who, in your opinion, is responsible for enforcing these rules?  B. In your experience, how are these rules enforced?  C. What do you think are some of the challenges to the effective implementation of the rules and regulations?</p>
59	<p>[The Sudanese government has rules, regulations and policies to improves the lives of children. They cover topics like education, child protection, and working children  Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.]</li> </ul> <p>What are your responsibilities in your community towards safeguarding children and improving the lives of children?  A. Give me a detailed example of one of these responsibilities.  B. What are some of the challenges you face?</p>
60	In your community, who would you say are responsible for preventing child labour? And, please describe what is being done in your community to prevent child labour? If you encountered a situation in which you felt like children were working in the worst forms of child labour, who in your community could you address this with?
61	<p>What kind of programmes are there in your community to help children leave work and go back to school? If any, please describe the programme for me.  <i>Probe: how easy is it to access such programmes?</i></p>
62	<p>Work of children is not limited just to paid employment. Children can also be involved in helping with a family business (including family farms), household chores, taking care of siblings, work as an apprentice or trainee, or work as a volunteer. In this community, what kinds of such tasks do children perform?</p> <p><i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i></p> <p><i>PROBE: around what age do children usually start working? What kind of paid jobs are most children doing? What can you tell me about how many days/hours children normally work per week? If children are working, do they normally also attend school? In your community, from what age is it considered normal that children start working? How do children usually get paid (cash or in-kind)? How often do children normally get paid? Would you say there are any differences between host community and FDP? What about between boys and girls?</i></p>
69	<p>Recently (in the past 30 days), have you witnessed any child in your community working under hazardous conditions? (this may include biological, chemical, physical, safety, ergonomic, or psychosocial hazards, long hours, carrying heavy loads).  <i>Probe: how common are these situations? Please provide me with an example that you know of?</i></p>
70	<p>The worst forms of child labour include begging, forms of slavery and forced labour (including recruiting children to work far away from home in bad circumstances), commercial sexual exploitation, recruiting children to perform illegal activities, recruiting children to fight?  Are you aware of such incidences in this area (in East Darfur and West Kordofan)? If so, how common are these situations?</p>
71	<p>In general, what factors would you say contribute to children being involved in the worst forms of child labour?  <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i></p>
72	<p>What factors would you say make children less likely to be involved in the worst forms of child labour?  <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i></p>



	Final
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## KIIs with cooperatives and self-help groups

	Interviewing Details
XI	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
	Introduction
3	Please introduce yourself and tell me a little bit about the cooperative you are part of? <i>PROBE: When was the cooperative founded? How many cooperative members does the cooperative include? What kind of products and services are produced and sold as part of the cooperative?</i>
5	Please describe your community for me: what would you say are the most pressing needs? <i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i>
15	What are the main obstacles to participating (staying engaged for a longer period of time) in an income generating activity in this community?
	Section 2: Businesses & Market Opportunities
16	What sectors offer the best opportunities (for entrepreneurship)?
17	Could you please share a story with me of a successful business person that you know of in your area? <i>Probe: what sector do they work in, what does their business look like? Why do you think they are successful?</i>
21	In your opinion, what are the challenges facing informal sector enterprises in your area? <i>Probe: what kind of operational challenges do informal sector enterprises face? What kind of challenges do informal sector enterprises face when they want to upgrade their business? What do you think needs to be done to improve the situation?</i>
22	What services do you think the informal economy entrepreneurs would need as a priority to develop their business? Who is responsible for providing the services?
23	In your opinion, what role can the following actors play to improve the informal sector: A. Locality government B. State government C. Business Associations or Cooperatives? D. Religious Leaders government E. Financial Institutions
24	If you would need to hire new staff right now, what skills would you be looking for in an employee? <i>Probe: in general, what do you think are the most needed skills in your community? Which skills are missing in your community?</i>
25	What would you say are the main obstacles to private sector investment in this community?
27	Please describe the support services that are available in the target communities to provide support with income generating activities, and tell me about the services they offer.



<b>Section 3: Cooperatives &amp; Business Support Services</b>	
28	What can you tell me about the organisational structure of your cooperative? <i>Probe: How does your cooperative make decisions? Who is involved in these decisions? How does your cooperative organise the delivery of goods and services? How is the income of the cooperative divided over its members?</i>
29	Who are the members of your cooperative and who does your cooperative recruit? <i>Probe: please tell me about the gender, background, and skillsets of the members in your cooperative, and of the people your cooperative recruits.</i>
30	If someone wanted to leave your cooperative, what would be the process for that?
31	What kind of services does your cooperative provide to its members? <i>INSTRUCTION: Please ask the respondent to briefly describe each of the services: training (which topics, how often?), loans or grants (what are the conditions), etc.</i>
32	If your cooperative is registered: please describe the process of how your cooperative was registered? If your cooperative is NOT registered: what steps would you have to take to register your cooperative? <i>Probe: what do you think the benefits and/or disadvantages are of registering a cooperative? Is the system for registration different for host community members and for displaced persons?</i>
33	What would you say are the main challenges that your cooperative faces? <i>Probe: In what areas do you think your cooperative could still improve?</i>
34	In your opinion, what are the advantages of cooperatives? And what are the disadvantages?
35	In your community, do businesses, traders, brokers and other community members ever have to pay informal taxes or fees? If so, please elaborate on how this payment system works.
36	Do you ever have to pay any informal fees or taxes? If yes, please tell me about the informal fees or taxes that you pay. <i>Probe: Where do you have to pay these fees or taxes, when do you have to pay these fees or taxes, to whom do you pay these fees or taxes?</i>
37	What factors do you take into consideration when you establish your selling prices or fees? And where do you get this information? <i>Probe: infrastructure (road access to a community), likeliness someone is able to repay you, transportation costs (including official and unofficial fees paid during the trip), scarcity of the product or service you are providing, etc.</i>
<b>Section 4: Education</b>	
38	In your opinion, at what age is it appropriate for a child to start performing any of the above types of work? <i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i>
<b>Section 6: Social Protection Services &amp; Health Care</b>	
91	In some areas in Sudan, the National Health Insurance Fund has experimented with including refugees. Do you think it would be feasible to do this in the target communities as well? Why yes or why no?
<b>Section 7: Social Cohesion</b>	
<b>The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.</b>	
92	When you think of the decision-makers in your community, what can you say about the roles of the following groups: A. Local Government/Administration B. State government/Administration C. Government security forces/police D. Traditional/Community Leaders E. Private Sector Actors / Business Owners / Community members that permanently own a workshop/ office/market stall F. Community Committees G. (I)NGOs and UN Agencies <i>INSTRUCTION: please consider what kind of responsibilities these groups of people have, if there are specific areas where they make decisions (upholding rules, conflict resolution, supporting vulnerable groups, providing basic services, etc.)</i>
94	If you have a problem, what leadership figure would you go to for help? Why?



Section 9: PROSPECTS Programming	
In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.	
101	<p>Are you aware of any other humanitarian and/or development interventions that affect the target communities? If so, which?</p> <p><i>INSTRUCTION: Please make sure the respondent also includes interventions that have ended within the past 12 months.</i></p> <p><i>PROBE: Which actors are implementing the intervention? Please describe the types of support in as much detail as possible.</i></p> <p>A. To the best of your knowledge, in these programmes, what went well and what did not go well?</p>
103	<p>To the best of your knowledge, what types of active committees already exist in the target communities?</p> <p><i>PROBE: What are their responsibilities?</i></p>
104	<p>Which committees are active in your community?</p> <p><i>PROBE: What are their responsibilities? To the best of your knowledge, who is in these committees (age, gender, community group)?</i></p>
105	<p>Community committees are not always successful and do not always stay active after the implementing actor ends the intervention. Based on the functioning of the different committees you know of, what would you recommend the PROSPECTS Partnership to take into consideration when forming a Local Development Committee?</p> <p><i>PROBE: What makes a committee successful in your opinion? Why have some committees failed in your community? What would you say the main reasons were for the success of other committees?</i></p>
106	<p>PROSPECT Partners are planning to use a Graduation Model in which community members can benefit from multiple interventions, depending on their needs. The Partners aim to ensure that community members' urgent needs are met first, before they receive activities to support their livelihoods longer term (through, for example, entrepreneurship support etc.).</p> <p>A. To what extent do you think this approach is an improvement to previous programming in the target communities?</p> <p>B. What do you think are the downsides or risks of such an approach (if any)? Please explain your answer.</p>
107	<p>Overall, what would you say are the main challenges to livelihood programming in the target communities? Why?</p> <p><i>PROBE: How can PROSPECTS partners make sure they overcome these challenges?</i></p>
109	<p>In order to support access to skills training in the target communities, PROSPECTS Partner, the ILO, is planning to work with mobile training units connected to Vocational Training Centres in neighbouring states.</p> <p>A. What do you think are the advantages of such an approach?</p> <p>B. What do you think are the disadvantages of such an approach?</p> <p>C. What would you recommend the ILO do to ensure sustainability of vocational skills training beyond the Partnership (your answer may include the mobile training units, but does not have to)?</p>
Final	
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## KIIs with traders and brokers

Interviewing Details	
XI	<p>My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?</p>



	<b>Introduction</b>
2	Please introduce yourself and tell me a little bit about yourself. (name, age, occupation, and responsibilities within the community (if relevant)). <i>PROBE (for community leaders): What are the specific responsibilities community leaders in your community have?</i> <i>PROBE (for FDPs): As long as you feel comfortable, would you tell me how long ago you came/returned to this community, and what the reason was for leaving/coming back to your community?</i>
15	What are the main obstacles to participating (staying engaged for a longer period of time) in an income generating activity in this community?
	<b>Section 2: Businesses &amp; Market Opportunities</b>
16	What sectors offer the best opportunities (for entrepreneurship)?
17	Could you please share a story with me of a successful business person that you know of in your area? <i>Probe: what sector do they work in, what does their business look like? Why do you think they are successful?</i>
18	If your business is registered, what would you say are the main advantages of registering a business? What are the main disadvantages? Please elaborate on both.
19	If your business is NOT registered, please explain why you have not registered your business.
20	If someone wanted to register their business in your community, what would be the process? <i>Probe: what do you think the benefits are of having a registered business? If their own business is not registered, why not?</i>
21	In your opinion, what are the challenges facing informal sector enterprises in your area? <i>Probe: what kind of operational challenges do informal sector enterprises face? What kind of challenges do informal sector enterprises face when they want to upgrade their business?</i> What do you think needs to be done to improve the situation?
22	What services do you think the informal economy entrepreneurs would need as a priority to develop their business? Who is responsible for providing the services?
23	In your opinion, what role can the following actors play to improve the informal sector: A. Locality government B. State government C. Business Associations or Cooperatives? D. Religious Leaders government E. Financial Institutions
24	If you would need to hire new staff right now, what skills would you be looking for in an employee? <i>Probe: in general, what do you think are the most needed skills in your community? Which skills are missing in your community?</i>
26	What would you say are the main obstacles to private sector investment in the target communities?
27	Please describe the support services that are available in the target communities to provide support with income generating activities, and tell me about the services they offer.
	<b>Section 3: Cooperatives &amp; Business Support Services</b>
34	In your opinion, what are the advantages of cooperatives? And what are the disadvantages?
35	In your community, do businesses, traders, brokers and other community members ever have to pay informal taxes or fees? If so, please elaborate on how this payment system works.
36	Do you ever have to pay any informal fees or taxes? If yes, please tell me about the informal fees or taxes that you pay. <i>Probe: Where do you have to pay these fees or taxes, when do you have to pay these fees or taxes, to whom do you pay these fees or taxes?</i>
37	What factors do you take into consideration when you establish your selling prices or fees? And where do you get this information? <i>Probe: infrastructure (road access to a community), likeliness someone is able to repay you, transportation costs (including official and unofficial fees paid during the trip), scarcity of the product or service you are providing, etc.</i>
	<b>Section 4: Education</b>
38	In your opinion, at what age is it appropriate for a child to start performing any of the above types of work? <i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i>
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".



	<b>Section 7: Social Cohesion</b>
	The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.
92	<p>When you think of the decision-makers in your community, what can you say about the roles of the following groups:</p> <p>A. Local Government/Administration  B. State government/Administration  C. Government security forces/police  D. Traditional/Community Leaders  E. Private Sector Actors / Business Owners / Community members that permanently own a workshop/ office/market stall  F. Community Committees  G. (I)NGOs and UN Agencies</p> <p><i>INSTRUCTION: please consider what kind of responsibilities these groups of people have, if there are specific areas where they make decisions (upholding rules, conflict resolution, supporting vulnerable groups, providing basic services, etc.)</i></p>
94	If you have a problem, what leadership figure would you go to for help? Why?
	<b>Section 9: PROSPECTS Programming</b>
	In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.
107	<p>Overall, what would you say are the main challenges to livelihood programming in the target communities? Why?</p> <p><i>PROBE: How can PROSPECTS partners make sure they overcome these challenges?</i></p>
	<b>Final</b>
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## KIIs with NGOs

	<b>Interviewing Details</b>
XI	<p>My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?</p>
	<b>Introduction</b>
2	<p>Please introduce yourself and tell me a little bit about yourself. (name, age, occupation, and responsibilities within the community (if relevant)).</p> <p><i>PROBE (for community leaders): What are the specific responsibilities community leaders in your community have?</i></p> <p><i>PROBE (for FDPs): As long as you feel comfortable, would you tell me how long ago you came/returned to this community, and what the reason was for leaving/coming back to your community?</i></p>
5	<p>Please describe your community for me: what would you say are the most pressing needs?</p> <p><i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i></p>
7	What would you say makes someone in your community vulnerable?



8	<p>What can you tell me about the availability of and access to the following services for people in your community?</p> <p>A. Primary Education B. Secondary Education C. Vocational Training D. University E. Primary Health Care F. Maternal health services G. Pharmacy services H. Health referrals / Hospitals</p> <p><i>INSTRUCTION: for each, consider (1) how long it takes to get there, (2) who provides the services, and (3) who does not have access to these services in your community?</i></p>
<b>Section 4: Education</b>	
38	<p>In your opinion, at what age is it appropriate for a child to start performing any of the above types of work?</p> <p><i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i></p>
40	<p>In your community, what can you tell me about school enrolment more in general?</p> <p>A. What are the differences between boys and girls? B. What are the differences between children belonging to pastoralist families and children belonging to families permanently living in this community? C. What are the differences between children belonging to families from this area and children from forcibly displaced households?</p>
41	<p>To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.</p>
42	<p>What do you think are the reasons for children dropping out of school in your community? Please include in your answer what the main reasons are for irregular school attendance for children in your community.</p> <p><i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i></p>
43	<p>Do you think the reasons for some parents not enrolling their children into school are the same? If not, how are the reasons different?</p> <p><i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i></p>
44	<p>I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".</p>
45	<p>I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".</p>
46	<p>I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)"</p>
<b>Section 5c: Child Labour (Stakeholder Perceptions)</b>	
<p>As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.</p>	
58	<p>The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.</li> </ul> <p>A. Who, in your opinion, is responsible for enforcing these rules? B. In your experience, how are these rules enforced? C. What do you think are some of the challenges to the effective implementation of the rules and regulations?</p>



59	<p>[The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.]</li> </ul> <p>What are your responsibilities in your community towards safeguarding children and improving the lives of children?</p> <p>A. Give me a detailed example of one of these responsibilities. B. What are some of the challenges you face?</p>
60	<p>In your community, who would you say are responsible for preventing child labour? And, please describe what is being done in your community to prevent child labour? If you encountered a situation in which you felt like children were working in the worst forms of child labour, who in your community could you address this with?</p>
61	<p>What kind of programmes are there in your community to help children leave work and go back to school? If any, please describe the programme for me. <i>Probe: how easy is it to access such programmes?</i></p>
62	<p>Work of children is not limited just to paid employment. Children can also be involved in helping with a family business (including family farms), household chores, taking care of siblings, work as an apprentice or trainee, or work as a volunteer. In this community, what kinds of such tasks do children perform?</p> <p><i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i></p> <p><i>PROBE: around what age do children usually start working? What kind of paid jobs are most children doing? What can you tell me about how many days/hours children normally work per week? If children are working, do they normally also attend school? In your community, from what age is it considered normal that children start working? How do children usually get paid (cash or in-kind)? How often do children normally get paid? Would you say there are any differences between host community and FDP? What about between boys and girls?</i></p>
67	<p>In general, what factors would you say contribute to children engaging in paid or unpaid work, tasks or chores?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i></p>
68	<p>What factors would you say make children less likely to engage in paid or unpaid work, tasks or chores?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i></p>
69	<p>Recently (in the past 30 days), have you witnessed any child in your community working under hazardous conditions? (this may include biological, chemical, physical, safety, ergonomic, or psychosocial hazards, long hours, carrying heavy loads). <i>Probe: how common are these situations? Please provide me with an example that you know of?</i></p>
70	<p>The worst forms of child labour include begging, forms of slavery and forced labour (including recruiting children to work far away from home in bad circumstances), commercial sexual exploitation, recruiting children to perform illegal activities, recruiting children to fight? Are you aware of such incidences in this area (in East Darfur and West Kordofan)? If so, how common are these situations?</p>
71	<p>In general, what factors would you say contribute to children being involved in the worst forms of child labour?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i></p>
72	<p>What factors would you say make children less likely to be involved in the worst forms of child labour?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i></p>



Section 6: Social Protection Services & Health Care	
88	In your community, what kind of formal social protection services do people have access to? <i>PROBE: what types of households in your community receive government direct cash transfers? What types of households in your community receive direct transfers from (I)NGOs? What do households receive direct cash transfers for (child and family benefits? work injuries, maternity benefits, etc) What types of households receive in-kind distributions? What kind of households in your community receive Zakat payments? Who in your community is covered by the National Health Insurance Fund?</i>
90	In terms of access to health and social protection services, please tell me what the differences are between different groups in your community? <i>Probe for differences between host community and displaced households, gender, age, or other community group.</i>
91	In some areas in Sudan, the National Health Insurance Fund has experimented with including refugees. Do you think it would be feasible to do this in the target communities as well? Why yes or why no?
Final	
110	We have reached the end of the interview, is there anything you would like to add?

## KIIs with protection workers

Interviewing Details	
XI	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
Introduction	
2	Please introduce yourself and tell me a little bit about yourself. (name, age, occupation, and responsibilities within the community (if relevant)). <i>PROBE (for community leaders): What are the specific responsibilities community leaders in your community have?</i> <i>PROBE (for FDPs): As long as you feel comfortable, would you tell me how long ago you came/returned to this community, and what the reason was for leaving/coming back to your community?</i>
5	Please describe your community for me: what would you say are the most pressing needs? <i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i>
7	What would you say makes someone in your community vulnerable?
8	What can you tell me about the availability of and access to the following services for people in your community? A. Primary Education B. Secondary Education C. Vocational Training D. University E. Primary Health Care F. Maternal health services G. Pharmacy services H. Health referrals / Hospitals <i>INSTRUCTION: for each, consider (1) how long it takes to get there, (2) who provides the services, and (3) who does not have access to these services in your community?</i>
Section 4: Education	
38	In your opinion, at what age is it appropriate for a child to start performing any of the above types of work? <i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i>



40	In your community, what can you tell me about school enrolment more in general? A. What are the differences between boys and girls? B. What are the differences between children belonging to pastoralist families and children belonging to families permanently living in this community? C. What are the differences between children belonging to families from this area and children from forcibly displaced households?
41	To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.
42	What do you think are the reasons for children dropping out of school in your community? Please include in your answer what the main reasons are for irregular school attendance for children in your community. <i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i>
43	Do you think the reasons for some parents not enrolling their children into school are the same? If not, how are the reasons different? <i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i>
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
46	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)"
<b>Section 5c: Child Labour (Stakeholder Perceptions)</b>	
As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.	
58	The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include: - the minimum working age is 14 years old - children aged 6 - 13 should be enrolled in school - children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.  A. Who, in your opinion, is responsible for enforcing these rules? B. In your experience, how are these rules enforced? C. What do you think are some of the challenges to the effective implementation of the rules and regulations?
59	[The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children Some of the rules include: - the minimum working age is 14 years old - children aged 6 - 13 should be enrolled in school - children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.]  What are your responsibilities in your community towards safeguarding children and improving the lives of children? A. Give me a detailed example of one of these responsibilities. B. What are some of the challenges you face?
60	In your community, who would you say are responsible for preventing child labour? And, please describe what is being done in your community to prevent child labour? If you encountered a situation in which you felt like children were working in the worst forms of child labour, who in your community could you address this with?
61	What kind of programmes are there in your community to help children leave work and go back to school? If any, please describe the programme for me. <i>Probe: how easy is it to access such programmes?</i>



62	<p>Work of children is not limited just to paid employment. Children can also be involved in helping with a family business (including family farms), household chores, taking care of siblings, work as an apprentice or trainee, or work as a volunteer. In this community, what kinds of such tasks do children perform?</p> <p><i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i></p> <p><i>PROBE: around what age do children usually start working? What kind of paid jobs are most children doing? What can you tell me about how many days/hours children normally work per week? If children are working, do they normally also attend school? In your community, from what age is it considered normal that children start working? How do children usually get paid (cash or in-kind)? How often do children normally get paid? Would you say there are any differences between host community and FDP? What about between boys and girls?</i></p>
67	<p>In general, what factors would you say contribute to children engaging in paid or unpaid work, tasks or chores?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i></p>
68	<p>What factors would you say make children less likely to engage in paid or unpaid work, tasks or chores?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i></p>
69	<p>Recently (in the past 30 days), have you witnessed any child in your community working under hazardous conditions? (this may include biological, chemical, physical, safety, ergonomic, or psychosocial hazards, long hours, carrying heavy loads).</p> <p><i>Probe: how common are these situations? Please provide me with an example that you know of?</i></p>
70	<p>The worst forms of child labour include begging, forms of slavery and forced labour (including recruiting children to work far away from home in bad circumstances), commercial sexual exploitation, recruiting children to perform illegal activities, recruiting children to fight?</p> <p>Are you aware of such incidences in this area (in East Darfur and West Kordofan)? If so, how common are these situations?</p>
71	<p>In general, what factors would you say contribute to children being involved in the worst forms of child labour?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i></p>
72	<p>What factors would you say make children less likely to be involved in the worst forms of child labour?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i></p>
<b>Section 6: Social Protection Services &amp; Health Care</b>	
88	<p>In your community, what kind of formal social protection services do people have access to?</p> <p><i>PROBE: what types of households in your community receive government direct cash transfers? What types of households in your community receive direct transfers from (I)NGOs? What do households receive direct cash transfers for (child and family benefits? work injuries, maternity benefits, etc) What types of households receive in-kind distributions? What kind of households in your community receive Zakat payments? Who in your community is covered by the National Health Insurance Fund?</i></p>
90	<p>In terms of access to health and social protection services, please tell me what the differences are between different groups in your community?</p> <p><i>Probe for differences between host community and displaced households, gender, age, or other community group.</i></p>
<b>Final</b>	
110	<p>We have reached the end of the interview, is there anything you would like to add?</p>
111	<p>In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)</p>



## KIIs with teachers and principals

Interviewing Details	
XI	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
Introduction	
2	Please introduce yourself and tell me a little bit about yourself. (name, age, occupation, and responsibilities within the community (if relevant)). <i>PROBE (for community leaders): What are the specific responsibilities community leaders in your community have?</i> <i>PROBE (for FDPs): As long as you feel comfortable, would you tell me how long ago you came/returned to this community, and what the reason was for leaving/coming back to your community?</i>
5	Please describe your community for me: what would you say are the most pressing needs? <i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i>
7	What would you say makes someone in your community vulnerable?
8	What can you tell me about the availability of and access to the following services for people in your community? A. Primary Education B. Secondary Education C. Vocational Training D. University E. Primary Health Care F. Maternal health services G. Pharmacy services H. Health referrals / Hospitals <i>INSTRUCTION: for each, consider (1) how long it takes to get there, (2) who provides the services, and (3) who does not have access to these services in your community?</i>
Section 4: Education	
38	In your opinion, at what age is it appropriate for a child to start performing any of the above types of work? <i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i>
40	In your community, what can you tell me about school enrolment more in general? A. What are the differences between boys and girls? B. What are the differences between children belonging to pastoralist families and children belonging to families permanently living in this community? C. What are the differences between children belonging to families from this area and children from forcibly displaced households?
41	To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.
42	What do you think are the reasons for children dropping out of school in your community? Please include in your answer what the main reasons are for irregular school attendance for children in your community. <i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i>
43	Do you think the reasons for some parents not enrolling their children into school are the same? If not, how are the reasons different? <i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i>
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".



45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
46	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)"
<b>Section 5c: Child Labour (Stakeholder Perceptions)</b>	
As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.	
47	Do you have any children in your class or at your school that are working? If yes, how does (if at all) this affect their attendance? And how does this (if at all) affect their performance? IF YES: What age are they?
58	The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children. Some of the rules include: - the minimum working age is 14 years old - children aged 6 - 13 should be enrolled in school - children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.  A. Who, in your opinion, is responsible for enforcing these rules? B. In your experience, how are these rules enforced? C. What do you think are some of the challenges to the effective implementation of the rules and regulations?
59	[The Sudanese government has rules, regulations and policies to improve the lives of children. They cover topics like education, child protection, and working children Some of the rules include: - the minimum working age is 14 years old - children aged 6 - 13 should be enrolled in school - children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.]  What are your responsibilities in your community towards safeguarding children and improving the lives of children? A. Give me a detailed example of one of these responsibilities. B. What are some of the challenges you face?
60	In your community, who would you say are responsible for preventing child labour? And, please describe what is being done in your community to prevent child labour? If you encountered a situation in which you felt like children were working in the worst forms of child labour, who in your community could you address this with?
61	What kind of programmes are there in your community to help children leave work and go back to school? If any, please describe the programme for me. <i>Probe: how easy is it to access such programmes?</i>
62	Work of children is not limited just to paid employment. Children can also be involved in helping with a family business (including family farms), household chores, taking care of siblings, work as an apprentice or trainee, or work as a volunteer. In this community, what kinds of such tasks do children perform? <i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i> <i>PROBE: around what age do children usually start working? What kind of paid jobs are most children doing? What can you tell me about how many days/hours children normally work per week? If children are working, do they normally also attend school? In your community, from what age is it considered normal that children start working? How do children usually get paid (cash or in-kind)? How often do children normally get paid? Would you say there are any differences between host community and FDP? What about between boys and girls?</i>
67	In general, what factors would you say contribute to children engaging in paid or unpaid work, tasks or chores? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i>
68	What factors would you say make children less likely to engage in paid or unpaid work, tasks or chores? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i>



69	Recently (in the past 30 days), have you witnessed any child in your community working under hazardous conditions? (this may include biological, chemical, physical, safety, ergonomic, or psychosocial hazards, long hours, carrying heavy loads). <i>Probe: how common are these situations? Please provide me with an example that you know of?</i>
70	The worst forms of child labour include begging, forms of slavery and forced labour (including recruiting children to work far away from home in bad circumstances), commercial sexual exploitation, recruiting children to perform illegal activities, recruiting children to fight? Are you aware of such incidences in this area (in East Darfur and West Kordofan)? If so, how common are these situations?
71	In general, what factors would you say contribute to children being involved in the worst forms of child labour? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i>
72	What factors would you say make children less likely to be involved in the worst forms of child labour? <i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i>
<b>Final</b>	
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## KIIs with community leaders

<b>Interviewing Details</b>	
XI	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
<b>Introduction</b>	
2	Please introduce yourself and tell me a little bit about yourself. (name, age, occupation, and responsibilities within the community (if relevant)). <i>PROBE (for community leaders): What are the specific responsibilities community leaders in your community have?</i> <i>PROBE (for FDPs): As long as you feel comfortable, would you tell me how long ago you came/returned to this community, and what the reason was for leaving/coming back to your community?</i>
5	Please describe your community for me: what would you say are the most pressing needs? <i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i>
7	What would you say makes someone in your community vulnerable?



8	<p>What can you tell me about the availability of and access to the following services for people in your community?</p> <p>A. Primary Education B. Secondary Education C. Vocational Training D. University E. Primary Health Care F. Maternal health services G. Pharmacy services H. Health referrals / Hospitals</p> <p><i>INSTRUCTION: for each, consider (1) how long it takes to get there, (2) who provides the services, and (3) who does not have access to these services in your community?</i></p>
<b>Section 1: Employment &amp; Livelihoods</b>	
9	<p>What are the main ways people make a living in your community?</p> <p><i>PROBE: What are the main income sources people rely on? What are the main income generating activities people rely on?</i></p>
11	<p>What would you say are the main barriers to accessing any types of income generating activities?</p> <p><i>PROBE for specific respondent groups: What would you say are specific barriers to accessing income generating activities for women? What would you say are specific barriers to accessing income generating activities for youth? What would you say are specific barriers to accessing income generating activities for people with disabilities? What would you say are specific barriers to accessing income generating activities for FDPs?</i></p>
<b>Section 4: Education</b>	
38	<p>In your opinion, at what age is it appropriate for a child to start performing any of the above types of work?</p> <p><i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i></p>
40	<p>In your community, what can you tell me about school enrolment more in general?</p> <p>A. What are the differences between boys and girls? B. What are the differences between children belonging to pastoralist families and children belonging to families permanently living in this community? C. What are the differences between children belonging to families from this area and children from forcibly displaced households?</p>
41	<p>To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.</p>
45	<p>I will now read you a statement. Please tell me if you agree or disagree with the statement, and why?</p> <p>"In my community most parents are forced to take their children out of school to help with the household income".</p>
<b>Section 5c: Child Labour (Stakeholder Perceptions)</b>	
<p>As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.</p>	
58	<p>The Sudanese government has rules, regulations and policies to improves the lives of children. They cover topics like education, child protection, and working children. Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.</li> </ul> <p>A. Who, in your opinion, is responsible for enforcing these rules? B. In your experience, how are these rules enforced? C. What do you think are some of the challenges to the effective implementation of the rules and regulations?</p>
59	<p>[The Sudanese government has rules, regulations and policies to improves the lives of children. They cover topics like education, child protection, and working children Some of the rules include:</p> <ul style="list-style-type: none"> <li>- the minimum working age is 14 years old</li> <li>- children aged 6 - 13 should be enrolled in school</li> <li>- children aged 14 - 17 should not be working long hours, perform dangerous or hazardous work, or work in business sectors that put them in personal danger.]</li> </ul> <p>What are your responsibilities in your community towards safeguarding children and improving the lives of children?</p> <p>A. Give me a detailed example of one of these responsibilities. B. What are some of the challenges you face?</p>



62	<p>Work of children is not limited just to paid employment. Children can also be involved in helping with a family business (including family farms), household chores, taking care of siblings, work as an apprentice or trainee, or work as a volunteer. In this community, what kinds of such tasks do children perform?</p> <p><i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i></p> <p><i>PROBE: around what age do children usually start working? What kind of paid jobs are most children doing? What can you tell me about how many days/hours children normally work per week? If children are working, do they normally also attend school? In your community, from what age is it considered normal that children start working? How do children usually get paid (cash or in-kind)? How often do children normally get paid? Would you say there are any differences between host community and FDP? What about between boys and girls?</i></p>
67	<p>In general, what factors would you say contribute to children engaging in paid or unpaid work, tasks or chores?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children engaging in paid or unpaid work. Factors you can ask about include: exclusion from basic services like health care, dropping out of school, insecurity in the surrounding areas, employment status of adult household members, etc.</i></p>
68	<p>What factors would you say make children less likely to engage in paid or unpaid work, tasks or chores?</p> <p><i>PROBE: if the respondents has difficulties answering this question, go over some example factors and ask them if they think they are of influence ("yes" or "no"). If "yes", ask in what way this factor contributes to children NOT engaging in paid or unpaid work. Factors you can ask about include: enrolment in school, employment of adult household members, food security status of household, access to basic services, etc.</i></p>
<b>Section 6: Social Protection Services &amp; Health Care</b>	
88	<p>In your community, what kind of formal social protection services do people have access to?</p> <p><i>PROBE: what types of households in your community receive government direct cash transfers? What types of households in your community receive direct transfers from (I)NGOs? What do households receive direct cash transfers for (child and family benefits? work injuries, maternity benefits, etc) What types of households receive in-kind distributions? What kind of households in your community receive Zakat payments? Who in your community is covered by the National Health Insurance Fund?</i></p>
89	<p>What can you tell me about the healthcare services available in your community?</p> <p><i>Probe: what kind of services are available, how easy is it for you to go to a health care centre? When you go, is the medication you need normally available? When you go, is there sufficient medical personnel? When you visit the health centre, do you have to pay for services?</i></p>
90	<p>In terms of access to health and social protection services, please tell me what the differences are between different groups in your community?</p> <p><i>Probe for differences between host community and displaced households, gender, age, or other community group.</i></p>
91	<p>In some areas in Sudan, the National Health Insurance Fund has experimented with including refugees. Do you think it would be feasible to do this in the target communities as well? Why yes or why no?</p>
<b>Section 7: Social Cohesion</b>	
The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.	
92	<p>When you think of the decision-makers in your community, what can you say about the roles of the following groups:</p> <ul style="list-style-type: none"> <li>A. Local Government/Administration</li> <li>B. State government/Administration</li> <li>C. Government security forces/police</li> <li>D. Traditional/Community Leaders</li> <li>E. Private Sector Actors / Business Owners / Community members that permanently own a workshop/ office/market stall</li> <li>F. Community Committees</li> <li>G. (I)NGOs and UN Agencies</li> </ul> <p><i>INSTRUCTION: please consider what kind of responsibilities these groups of people have, if there are specific areas where they make decisions (upholding rules, conflict resolution, supporting vulnerable groups, providing basic services, etc.)</i></p>
94	<p>If you have a problem, what leadership figure would you go to for help? Why?</p>
<b>Section 9: PROSPECTS Programming</b>	
In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.	



102	<p>Are you aware of any other humanitarian and/or development interventions in your community?  <i>INSTRUCTION: Please make sure the respondent also includes interventions that have ended within the past 12 months.</i>  <i>PROBE: Which actors are implementing the intervention? Please describe the types of support in as much detail as possible.</i>  A. What do you think went well in this programme?  B. What do you think did not go well in this programme?</p>
104	<p>Which committees are active in your community?  <i>PROBE: What are their responsibilities? To the best of your knowledge, who is in these committees (age, gender, community group)?</i></p>
105	<p>Community committees are not always successful and do not always stay active after the implementing actor ends the intervention. Based on the functioning of the different committees you know of, what would you recommend the PROSPECTS Partnership to take into consideration when forming a Local Development Committee?  <i>PROBE: What makes a committee successful in your opinion? Why have some committees failed in your community? What would you say the main reasons were for the success of other committees?</i></p>
108	<p>Overall, what would you say are the main challenges development actors face when implementing livelihood activities and supporting economic development in your community? Why?  <i>PROBE: How can PROSPECTS partners make sure they overcome these challenges?</i></p>
	<b>Final</b>
110	<p>We have reached the end of the interview, is there anything you would like to add?</p>
111	<p>In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)</p>

## IDs with business owners

	Interviewing Details
XI	<p>My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?</p>
	Introduction
4	<p>Please introduce yourself and tell me a little bit about your business/organisation.  <i>PROBE: Does the business/organisation produce products or sell products/services? What type of products/services? How long has this business/organisation existed? Is the business/organisation officially registered? Does the business/organisation employ any workers outside of the owner? If yes, what type of workers (full/parttime, daily workers, business/organisation partner, etc.)</i></p>
5	<p>Please describe your community for me: what would you say are the most pressing needs?  <i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i></p>
7	<p>What would you say makes someone in your community vulnerable?</p>
8	<p>What can you tell me about the availability of and access to the following services for people in your community?  A. Primary Education  B. Secondary Education  C. Vocational Training  D. University  E. Primary Health Care  F. Maternal health services  G. Pharmacy services  H. Health referrals / Hospitals  <i>INSTRUCTION: for each, consider (1) how long it takes to get there, (2) who provides the services, and (3) who does not have access to these services in your community?</i></p>



15	What are the main obstacles to participating (staying engaged for a longer period of time) in an income generating activity in this community?
<b>Section 2: Businesses &amp; Market Opportunities</b>	
16	What sectors offer the best opportunities (for entrepreneurship)?
17	Could you please share a story with me of a successful business person that you know of in your area? <i>Probe: what sector do they work in, what does their business look like? Why do you think they are successful?</i>
18	If your business is registered, what would you say are the main advantages of registering a business? What are the main disadvantages? Please elaborate on both.
19	If your business is NOT registered, please explain why you have not registered your business.
20	If someone wanted to register their business in your community, what would be the process? <i>Probe: what do you think the benefits are of having a registered business? If their own business is not registered, why not?</i>
21	In your opinion, what are the challenges facing informal sector enterprises in your area? <i>Probe: what kind of operational challenges do informal sector enterprises face? What kind of challenges do informal sector enterprises face when they want to upgrade their business?</i> What do you think needs to be done to improve the situation?
22	What services do you think the informal economy entrepreneurs would need as a priority to develop their business? Who is responsible for providing the services?
23	In your opinion, what role can the following actors play to improve the informal sector: A. Locality government B. State government C. Business Associations or Cooperatives? D. Religious Leaders government E. Financial Institutions
24	If you would need to hire new staff right now, what skills would you be looking for in an employee? <i>Probe: in general, what do you think are the most needed skills in your community? Which skills are missing in your community?</i>
25	What would you say are the main obstacles to private sector investment in this community?
27	Please describe the support services that are available in the target communities to provide support with income generating activities, and tell me about the services they offer.
<b>Section 3: Cooperatives &amp; Business Support Services</b>	
34	In your opinion, what are the advantages of cooperatives? And what are the disadvantages?
35	In your community, do businesses, traders, brokers and other community members ever have to pay informal taxes or fees? If so, please elaborate on how this payment system works.
36	Do you ever have to pay any informal fees or taxes? If yes, please tell me about the informal fees or taxes that you pay. <i>Probe: Where do you have to pay these fees or taxes, when do you have to pay these fees or taxes, to whom do you pay these fees or taxes?</i>
37	What factors do you take into consideration when you establish your selling prices or fees? And where do you get this information? <i>Probe: infrastructure (road access to a community), likeliness someone is able to repay you, transportation costs (including official and unofficial fees paid during the trip), scarcity of the product or service you are providing, etc.</i>
<b>Section 4: Education</b>	
38	In your opinion, at what age is it appropriate for a child to start performing any of the above types of work? <i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i>
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
46	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)



	<b>Section 7: Social Cohesion</b>
	The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.
92	When you think of the decision-makers in your community, what can you say about the roles of the following groups: A. Local Government/Administration B. State government/Administration C. Government security forces/police D. Traditional/Community Leaders E. Private Sector Actors / Business Owners / Community members that permanently own a workshop/ office/market stall F. Community Committees G. (INGOs and UN Agencies <i>INSTRUCTION: please consider what kind of responsibilities these groups of people have, if there are specific areas where they make decisions (upholding rules, conflict resolution, supporting vulnerable groups, providing basic services, etc.)</i>
94	If you have a problem, what leadership figure would you go to for help? Why?
	<b>Section 9: PROSPECTS Programming</b>
	<b>In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.</b>
108	Overall, what would you say are the main challenges development actors face when implementing livelihood activities and supporting economic development in your community? Why? <i>PROBE: How can PROSPECTS partners make sure they overcome these challenges?</i>
109	In order to support access to skills training in the target communities, PROSPECTS Partner, the ILO, is planning to work with mobile training units connected to Vocational Training Centres in neighbouring states. A. What do you think are the advantages of such an approach? B. What do you think are the disadvantages of such an approach? C. What would you recommend the ILO do to ensure sustainability of vocational skills training beyond the Partnership (your answer may include the mobile training units, but does not have to)?
	<b>Final</b>
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## IDs with host community members

	<b>Interviewing Details</b>
XI	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
	<b>Introduction</b>
2	Please introduce yourself and tell me a little bit about yourself. (name, age, occupation, and responsibilities within the community (if relevant)). <i>PROBE (for community leaders): What are the specific responsibilities community leaders in your community have?</i> <i>PROBE (for FDPs): As long as you feel comfortable, would you tell me how long ago you came/returned to this community, and what the reason was for leaving/coming back to your community?</i>
5	Please describe your community for me: what would you say are the most pressing needs? <i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i>



7	What would you say makes someone in your community vulnerable?
8	<p>What can you tell me about the availability of and access to the following services for people in your community?</p> <p>A. Primary Education B. Secondary Education C. Vocational Training D. University E. Primary Health Care F. Maternal health services G. Pharmacy services H. Health referrals / Hospitals</p> <p><i>INSTRUCTION: for each, consider (1) how long it takes to get there, (2) who provides the services, and (3) who does not have access to these services in your community?</i></p>
<b>Section 1: Employment &amp; Livelihoods</b>	
9	<p>What are the main ways people make a living in your community?</p> <p><i>PROBE: What are the main income sources people rely on? What are the main income generating activities people rely on?</i></p>
10	<p>How do most people in your community learn the skills needed for the income generating activities they rely on?</p> <p><i>PROBE: Please provide specific information on this for the agricultural production, livestock, business owners, and technical occupations like mason, blacksmith, etc.</i></p>
11	<p>What would you say are the main barriers to accessing any types of income generating activities?</p> <p><i>PROBE for specific respondent groups: What would you say are specific barriers to accessing income generating activities for women? What would you say are specific barriers to accessing income generating activities for youth? What would you say are specific barriers to accessing income generating activities for people with disabilities? What would you say are specific barriers to accessing income generating activities for FDPs?</i></p>
12	<p>Please describe what the working conditions for most people in your community look like. Please consider the following aspects:</p> <p>A. Physical strength needed for the work B. Working hours C. (for employment) Formality / type of contract D. (for employment) regularity of payment (daily, weekly, monthly, by season) and type of payment (cash or in-kind) E. Exposure to hazards</p>
13	<p>How do most people in your community access work?</p> <p><i>INSTRUCTION: First, let people respond. Then probe.</i> <i>Probe: do people have access to work through a family farm/livestock/grazlands etc.? How does recruitment for day labour work, is there recruitment for work outside of the community? Are there differences between the recruitment of people from the host community and for displaced people? What are the differences between men and women?</i></p>
14	<p>Do you think there are enough employment or opportunities in your area? Why or why not?</p> <p><i>Probe: Do you think they are decent (cover your expenses, reasonable working hours, etc.)? Has this changed during the past 6 months? If so, how?</i></p>
<b>Section 2: Businesses &amp; Market Opportunities</b>	
17	<p>Could you please share a story with me of a successful business person that you know of in your area?</p> <p><i>Probe: what sector do they work in, what does their business look like? Why do you think they are successful?</i></p>
<b>Section 4: Education</b>	
38	<p>In your opinion, at what age is it appropriate for a child to start performing any of the above types of work?</p> <p><i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i></p>
39	<p>To the best of your knowledge, how many of the children in your community under the age of 14 are attending school?</p> <p><i>Probe: what are the differences between boys and girls? What are the differences between children from the host community and displaced children? Are there particular children that are significantly less likely to be enrolled in school?</i></p>
41	<p>To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.</p>
42	<p>What do you think are the reasons for children dropping out of school in your community?</p> <p>Please include in your answer what the main reasons are for irregular school attendance for children in your community.</p> <p><i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i></p>



43	Do you think the reasons for some parents not enrolling their children into school are the same? If not, how are the reasons different? <i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i>
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
46	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)"
<b>Section 5c: Child Labour (Stakeholder Perceptions)</b>	
As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.	
62	Work of children is not limited just to paid employment. Children can also be involved in helping with a family business (including family farms), household chores, taking care of siblings, work as an apprentice or trainee, or work as a volunteer. In this community, what kinds of such tasks do children perform? <i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i> <i>PROBE: around what age do children usually start working? What kind of paid jobs are most children doing? What can you tell me about how many days/hours children normally work per week? If children are working, do they normally also attend school? In your community, from what age is it considered normal that children start working? How do children usually get paid (cash or in-kind)? How often do children normally get paid? Would you say there are any differences between host community and FDP? What about between boys and girls?</i>
63	How many, if any, of the children in your household are working? If any: A. What was the most important reason for your children to start working? B. What kind of work are they doing (activities and tasks?) C. Are they also attending school? If not, why not?
64	If any of the children in your household are working, please tell me (to the best of your knowledge) which things of the following list apply to their working environment: - There is access to drinking water - There is access to a latrine or toilet facility - They have to work long hours (if selected: what do long hours mean to you?) - They work in a confined space
65	If any of the children in your household are working, have they ever told you they feel scared or threatened at their place of work? If so, why do you think they feel that way? <i>Probe (if appropriate): do people at their place of work ever get violent, yell, swear, or hurt other people?</i>
66	If any of the children in your household are working, have they ever gotten into an accident at work, or gotten hurt? If yes, please tell me what happened? <i>Probe: How did the incident affect their work? What did their employer do?</i>
<b>Section 6: Social Protection Services &amp; Health Care</b>	
88	In your community, what kind of formal social protection services do people have access to? <i>PROBE: what types of households in your community receive government direct cash transfers? What types of households in your community receive direct transfers from (I)NGOs? What do households receive direct cash transfers for (child and family benefits? work injuries, maternity benefits, etc) What types of households receive in-kind distributions? What kind of households in your community receive Zakat payments? Who in your community is covered by the National Health Insurance Fund?</i>
89	What can you tell me about the healthcare services available in your community? <i>Probe: what kind of services are available, how easy is it for you to go to a health care centre? When you go, is the medication you need normally available? When you go, is there sufficient medical personnel? When you visit the health centre, do you have to pay for services?</i>
90	In terms of access to health and social protection services, please tell me what the differences are between different groups in your community? <i>Probe for differences between host community and displaced households, gender, age, or other community group.</i>



	<b>Section 7: Social Cohesion</b>
	The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.
92	When you think of the decision-makers in your community, what can you say about the roles of the following groups: A. Local Government/Administration B. State government/Administration C. Government security forces/police D. Traditional/Community Leaders E. Private Sector Actors / Business Owners / Community members that permanently own a workshop/ office/market stall F. Community Committees G. (I)NGOs and UN Agencies <i>INSTRUCTION: please consider what kind of responsibilities these groups of people have, if there are specific areas where they make decisions (upholding rules, conflict resolution, supporting vulnerable groups, providing basic services, etc.)</i>
94	If you have a problem, what leadership figure would you go to for help? Why?
	<b>Section 9: PROSPECTS Programming</b>
	In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.
102	Are you aware of any other humanitarian and/or development interventions in your community? <i>INSTRUCTION: Please make sure the respondent also includes interventions that have ended within the past 12 months.</i> <i>PROBE: Which actors are implementing the intervention? Please describe the types of support in as much detail as possible.</i> A. What do you think went well in this programme? B. What do you think did not go well in this programme?
	<b>Final</b>
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## IDs with forcibly displaced community members

	<b>Interviewing Details</b>
XI	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
	<b>Introduction</b>
2	Please introduce yourself and tell me a little bit about yourself. (name, age, occupation, and responsibilities within the community (if relevant)). <i>PROBE (for community leaders): What are the specific responsibilities community leaders in your community have?</i> <i>PROBE (for FDPs): As long as you feel comfortable, would you tell me how long ago you came/returned to this community, and what the reason was for leaving/coming back to your community?</i>
5	Please describe your community for me: what would you say are the most pressing needs? <i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i>
7	What would you say makes someone in your community vulnerable?



8	<p>What can you tell me about the availability of and access to the following services for people in your community?</p> <p>A. Primary Education B. Secondary Education C. Vocational Training D. University E. Primary Health Care F. Maternal health services G. Pharmacy services H. Health referrals / Hospitals</p> <p><i>INSTRUCTION: for each, consider (1) how long it takes to get there, (2) who provides the services, and (3) who does not have access to these services in your community?</i></p>
<b>Section 1: Employment &amp; Livelihoods</b>	
9	<p>What are the main ways people make a living in your community?</p> <p><i>PROBE: What are the main income sources people rely on? What are the main income generating activities people rely on?</i></p>
10	<p>How do most people in your community learn the skills needed for the income generating activities they rely on?</p> <p><i>PROBE: Please provide specific information on this for the agricultural production, livestock, business owners, and technical occupations like mason, blacksmith, etc.</i></p>
11	<p>What would you say are the main barriers to accessing any types of income generating activities?</p> <p><i>PROBE for specific respondent groups: What would you say are specific barriers to accessing income generating activities for women? What would you say are specific barriers to accessing income generating activities for youth? What would you say are specific barriers to accessing income generating activities for people with disabilities? What would you say are specific barriers to accessing income generating activities for FDPs?</i></p>
12	<p>Please describe what the working conditions for most people in your community look like. Please consider the following aspects:</p> <p>A. Physical strength needed for the work B. Working hours C. (for employment) Formality / type of contract D. (for employment) regularity of payment (daily, weekly, monthly, by season) and type of payment (cash or in-kind) E. Exposure to hazards</p>
13	<p>How do most people in your community access work?</p> <p><i>INSTRUCTION: First, let people respond. Then probe.</i> <i>Probe: do people have access to work through a family farm/livestock/grazelands etc.? How does recruitment for day labour work, is there recruitment for work outside of the community? Are there differences between the recruitment of people from the host community and for displaced people? What are the differences between men and women?</i></p>
14	<p>Do you think there are enough employment or opportunities in your area? Why or why not?</p> <p><i>Probe: Do you think they are decent (cover your expenses, reasonable working hours, etc.)? Has this changed during the past 6 months? If so, how?</i></p>
<b>Section 2: Businesses &amp; Market Opportunities</b>	
17	<p>Could you please share a story with me of a successful business person that you know of in your area?</p> <p><i>Probe: what sector do they work in, what does their business look like? Why do you think they are successful?</i></p>
<b>Section 4: Education</b>	
38	<p>In your opinion, at what age is it appropriate for a child to start performing any of the above types of work?</p> <p><i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i></p>
39	<p>To the best of your knowledge, how many of the children in your community under the age of 14 are attending school?</p> <p><i>Probe: what are the differences between boys and girls? What are the differences between children from the host community and displaced children? Are there particular children that are significantly less likely to be enrolled in school?</i></p>
41	<p>To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.</p>
42	<p>What do you think are the reasons for children dropping out of school in your community?</p> <p>Please include in your answer what the main reasons are for irregular school attendance for children in your community.</p> <p><i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i></p>



43	Do you think the reasons for some parents not enrolling their children into school are the same? If not, how are the reasons different? <i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i>
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
46	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)"
<b>Section 5c: Child Labour (Stakeholder Perceptions)</b>	
As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.	
62	Work of children is not limited just to paid employment. Children can also be involved in helping with a family business (including family farms), household chores, taking care of siblings, work as an apprentice or trainee, or work as a volunteer. In this community, what kinds of such tasks do children perform? <i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i> <i>PROBE: around what age do children usually start working? What kind of paid jobs are most children doing? What can you tell me about how many days/hours children normally work per week? If children are working, do they normally also attend school? In your community, from what age is it considered normal that children start working? How do children usually get paid (cash or in-kind)? How often do children normally get paid? Would you say there are any differences between host community and FDP? What about between boys and girls?</i>
63	How many, if any, of the children in your household are working? If any: A. What was the most important reason for your children to start working? B. What kind of work are they doing (activities and tasks?) C. Are they also attending school? If not, why not?
64	If any of the children in your household are working, please tell me (to the best of your knowledge) which things of the following list apply to their working environment: - There is access to drinking water - There is access to a latrine or toilet facility - They have to work long hours (if selected: what do long hours mean to you?) - They work in a confined space
65	If any of the children in your household are working, have they ever told you they feel scared or threatened at their place of work? If so, why do you think they feel that way? <i>Probe (if appropriate): do people at their place of work ever get violent, yell, swear, or hurt other people?</i>
66	If any of the children in your household are working, have they ever gotten into an accident at work, or gotten hurt? If yes, please tell me what happened? <i>Probe: How did the incident affect their work? What did their employer do?</i>
<b>Section 6: Social Protection Services &amp; Health Care</b>	
88	In your community, what kind of formal social protection services do people have access to? <i>PROBE: what types of households in your community receive government direct cash transfers? What types of households in your community receive direct transfers from (I)NGOs? What do households receive direct cash transfers for (child and family benefits? work injuries, maternity benefits, etc) What types of households receive in-kind distributions? What kind of households in your community receive Zakat payments? Who in your community is covered by the National Health Insurance Fund?</i>
89	What can you tell me about the healthcare services available in your community? <i>Probe: what kind of services are available, how easy is it for you to go to a health care centre? When you go, is the medication you need normally available? When you go, is there sufficient medical personnel? When you visit the health centre, do you have to pay for services?</i>
90	In terms of access to health and social protection services, please tell me what the differences are between different groups in your community? <i>Probe for differences between host community and displaced households, gender, age, or other community group.</i>



	<b>Section 7: Social Cohesion</b>
	The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.
92	<p>When you think of the decision-makers in your community, what can you say about the roles of the following groups:</p> <p>A. Local Government/Administration  B. State government/Administration  C. Government security forces/police  D. Traditional/Community Leaders  E. Private Sector Actors / Business Owners / Community members that permanently own a workshop/ office/market stall  F. Community Committees  G. (I)NGOs and UN Agencies</p> <p><i>INSTRUCTION: please consider what kind of responsibilities these groups of people have, if there are specific areas where they make decisions (upholding rules, conflict resolution, supporting vulnerable groups, providing basic services, etc.)</i></p>
94	If you have a problem, what leadership figure would you go to for help? Why?
	<b>Section 9: PROSPECTS Programming</b>
	In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.
102	<p>Are you aware of any other humanitarian and/or development interventions in your community?</p> <p><i>INSTRUCTION: Please make sure the respondent also includes interventions that have ended within the past 12 months.</i></p> <p><i>PROBE: Which actors are implementing the intervention? Please describe the types of support in as much detail as possible.</i></p> <p>A. What do you think went well in this programme?  B. What do you think did not go well in this programme?</p>
	<b>Final</b>
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## IDs with women and youth

	<b>Interviewing Details</b>
XI	<p>My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?</p>
	<b>Introduction</b>
2	<p>Please introduce yourself and tell me a little bit about yourself. (name, age, occupation, and responsibilities within the community (if relevant)).</p> <p><i>PROBE (for community leaders): What are the specific responsibilities community leaders in your community have?</i></p> <p><i>PROBE (for FDPs): As long as you feel comfortable, would you tell me how long ago you came/returned to this community, and what the reason was for leaving/coming back to your community?</i></p>
5	<p>Please describe your community for me: what would you say are the most pressing needs?</p> <p><i>PROBE: What different groups are living in your community? Are all the needs you mentioned equally urgent for all groups?</i></p>
7	What would you say makes someone in your community vulnerable?



8	<p>What can you tell me about the availability of and access to the following services for people in your community?</p> <p>A. Primary Education B. Secondary Education C. Vocational Training D. University E. Primary Health Care F. Maternal health services G. Pharmacy services H. Health referrals / Hospitals</p> <p><i>INSTRUCTION: for each, consider (1) how long it takes to get there, (2) who provides the services, and (3) who does not have access to these services in your community?</i></p>
<b>Section 1: Employment &amp; Livelihoods</b>	
9	<p>What are the main ways people make a living in your community?</p> <p><i>PROBE: What are the main income sources people rely on? What are the main income generating activities people rely on?</i></p>
10	<p>How do most people in your community learn the skills needed for the income generating activities they rely on?</p> <p><i>PROBE: Please provide specific information on this for the agricultural production, livestock, business owners, and technical occupations like mason, blacksmith, etc.</i></p>
11	<p>What would you say are the main barriers to accessing any types of income generating activities?</p> <p><i>PROBE for specific respondent groups: What would you say are specific barriers to accessing income generating activities for women? What would you say are specific barriers to accessing income generating activities for youth? What would you say are specific barriers to accessing income generating activities for people with disabilities? What would you say are specific barriers to accessing income generating activities for FDPs?</i></p>
12	<p>Please describe what the working conditions for most people in your community look like. Please consider the following aspects:</p> <p>A. Physical strength needed for the work B. Working hours C. (for employment) Formality / type of contract D. (for employment) regularity of payment (daily, weekly, monthly, by season) and type of payment (cash or in-kind) E. Exposure to hazards</p>
13	<p>How do most people in your community access work?</p> <p><i>INSTRUCTION: First, let people respond. Then probe.</i> <i>Probe: do people have access to work through a family farm/livestock/grazelands etc.? How does recruitment for day labour work, is there recruitment for work outside of the community? Are there differences between the recruitment of people from the host community and for displaced people? What are the differences between men and women?</i></p>
14	<p>Do you think there are enough employment or opportunities in your area? Why or why not?</p> <p><i>Probe: Do you think they are decent (cover your expenses, reasonable working hours, etc.)? Has this changed during the past 6 months? If so, how?</i></p>
<b>Section 2: Businesses &amp; Market Opportunities</b>	
17	<p>Could you please share a story with me of a successful business person that you know of in your area?</p> <p><i>Probe: what sector do they work in, what does their business look like? Why do you think they are successful?</i></p>
<b>Section 4: Education</b>	
38	<p>In your opinion, at what age is it appropriate for a child to start performing any of the above types of work?</p> <p><i>Probe: Do you think there are different ages for specific tasks? If so, please elaborate on what and why? Do you think this appropriate age is the same for all children? (consider gender, migration background, family livelihoods activities, etc.)</i></p>
39	<p>To the best of your knowledge, how many of the children in your community under the age of 14 are attending school?</p> <p><i>Probe: what are the differences between boys and girls? What are the differences between children from the host community and displaced children? Are there particular children that are significantly less likely to be enrolled in school?</i></p>
41	<p>To the best of your knowledge, what kind of programmes are there in your community to help children stay in school? If any, please describe these programmes for me.</p>
42	<p>What do you think are the reasons for children dropping out of school in your community?</p> <p>Please include in your answer what the main reasons are for irregular school attendance for children in your community.</p> <p><i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i></p>



43	Do you think the reasons for some parents not enrolling their children into school are the same? If not, how are the reasons different? <i>Probe: please consider the differences mentioned above: migration status, gender of the child, pastoralist or permanent community member.</i>
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
46	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)"
<b>Section 6: Social Protection Services &amp; Health Care</b>	
88	In your community, what kind of formal social protection services do people have access to? <i>PROBE: what types of households in your community receive government direct cash transfers? What types of households in your community receive direct transfers from (I)NGOs? What do households receive direct cash transfers for (child and family benefits? work injuries, maternity benefits, etc) What types of households receive in-kind distributions? What kind of households in your community receive Zakat payments? Who in your community is covered by the National Health Insurance Fund?</i>
89	What can you tell me about the healthcare services available in your community? <i>Probe: what kind of services are available, how easy is it for you to go to a health care centre? When you go, is the medication you need normally available? When you go, is there sufficient medical personnel? When you visit the health centre, do you have to pay for services?</i>
90	In terms of access to health and social protection services, please tell me what the differences are between different groups in your community? <i>Probe for differences between host community and displaced households, gender, age, or other community group.</i>
<b>Section 7: Social Cohesion</b>	
The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.	
92	When you think of the decision-makers in your community, what can you say about the roles of the following groups: A. Local Government/Administration B. State government/Administration C. Government security forces/police D. Traditional/Community Leaders E. Private Sector Actors / Business Owners / Community members that permanently own a workshop/ office/market stall F. Community Committees G. (I)NGOs and UN Agencies <i>INSTRUCTION: please consider what kind of responsibilities these groups of people have, if there are specific areas where they make decisions (upholding rules, conflict resolution, supporting vulnerable groups, providing basic services, etc.)</i>
94	If you have a problem, what leadership figure would you go to for help? Why?
<b>Section 9: PROSPECTS Programming</b>	
In the following, I would like to talk about other interventions in the region, and about some of the activities that the PROSPECTS Partnership is planning to implement.	
102	Are you aware of any other humanitarian and/or development interventions in your community? <i>INSTRUCTION: Please make sure the respondent also includes interventions that have ended within the past 12 months.</i> <i>PROBE: Which actors are implementing the intervention? Please describe the types of support in as much detail as possible.</i> A. What do you think went well in this programme? B. What do you think did not go well in this programme?
<b>Final</b>	
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)



## IDs with working children

Interviewing Details	
XI	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
Introduction	
2	Please introduce yourself and tell me a little bit about yourself. (name, age, occupation, and responsibilities within the community (if relevant)). <i>PROBE (for community leaders): What are the specific responsibilities community leaders in your community have? PROBE (for FDPs): As long as you feel comfortable, would you tell me how long ago you came/returned to this community, and what the reason was for leaving/coming back to your community?</i>
6	Please tell me a little bit about your life in your community? What do you like, and what do you not like about your community?
Section 4: Education	
44	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "Education is not useful for making money in this community".
45	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school to help with the household income".
46	I will now read you a statement. Please tell me if you agree or disagree with the statement, and why? "In my community most parents are forced to take their children out of school because they cannot afford school costs (fees, uniforms, etc.)
Section 5c: Child Labour (Stakeholder Perceptions)	
As part of this interview/discussion, I would like to get a general idea of the kind of work children may be engaged in, in your community. In the following questions, when I am referring to children, I mean individuals that are younger than 18 years of age.	
74	Please tell me a little bit about the work you are doing? <i>INSTRUCTION: please allow respondents to briefly answer this question first, and then ask a selection of the following probes to each of the respondents (try to vary the probes between interviews, so we get a good overview)</i> <i>PROBE: how old were you when you started working? How many hours do you normally work per week? Do you also attend school? How do you get paid?</i>
75	How did you find this job? <i>Probe: Did you look for the job yourself? Does your family know they employer (they contacted the employer, or the employer contacted them)? Were you recruited directly by the employer or by someone else?</i>
76	Please describe for me the tasks you normally perform at work.
77	Are you also attending school? If yes, do you feel that your work in any way affects your schoolwork? <i>Probe: Are you often tired? Can you concentrate on your homework? How often does it happen that you cannot go to school because you have to work?</i> If no, can you explain to me why you are not attending school?
78	If there are more children working where you work, please describe them for me: How old are they? Are they from the same community? Do they go to school?
79	Where you work, do girls and boys perform the same tasks? If not, please describe the differences?
80	At your place of work, are all children treated the same? If not, please explain how and why you think some children are treated better or worse.



81	In the below, please tell me which things of the following list apply to your working environment: - There is access to drinking water - There is access to a latrine or toilet facility - I have to work long hours (if selected: please tell me what you mean by long hours?) - I work in a confined space
82	At your place of work, do you ever feel scared or threatened? If so, would you explain to me why? <i>Probe: If so, who do you go to for help?</i> <i>Probe (if appropriate): do people at your place of work ever get violent, yell, swear, or hurt other people?</i>
83	At work, have you ever gotten into an accident, or gotten hurt? If yes, please tell me what happened? <i>Probe: How did the incident affect your work? What did your employer do? If you would get into an accident or have gotten into an accident, who do you go to for help?</i>
84	If you ever wanted to leave your job and go back to school, what would you do?
85	I am now going to read you a statement. Please tell me if you agree or disagree with the statement, and explain to me why do agree or disagree: "My parents rely on my work"
86	I am now going to read you a statement. Please tell me if you agree or disagree with the statement, and explain to me why do agree or disagree: "I feel happy at work"
87	I am now going to read you a statement. Please tell me if you agree or disagree with the statement, and explain to me why do agree or disagree: "I would prefer to go back to school."
<b>Section 7: Social Cohesion</b>	
The following few questions inquire about the relationships your community has with the government, and about the relationships community members have with each other.	
94	If you have a problem, what leadership figure would you go to for help? Why?
<b>Final</b>	
110	We have reached the end of the interview, is there anything you would like to add?
111	In case ILO has any follow-up questions, or would like to contact you about anything else related to the PROSPECTS Partnership, would you allow me to share your contact details with them (your name and your phone number?)

## ► Annex 7: PROSPECTS Baseline Sudan Household Survey

<i>enucode</i>	Enumerator Code
<i>select one</i>	
1	101
2	202
3	303
4	404
5	505
6	606
<i>text input</i>	Enumerator Name
<i>testlive</i>	Is this a 'test' or a 'live' survey?
<i>select one</i>	
1	Test
2	Live
<i>tracking</i>	Tracking sheet number



<i>state</i>	<b>State</b>
<i>select one</i>	
1	
2	
<i>community</i>	<b>Community</b>
<i>select one</i>	
1	Kharasana
2	Keilak
3	Al Meiram
4	Al Nimir
5	Assalaya
<i>status</i>	<b>Are you interviewing a host community or a forcibly displaced household?</b>
<i>select one</i>	
1	Host community household
2	Forcibly displaced household
<i>geocode</i>	<b>Please select the code of the location you received for today.</b>
<i>select one</i>	
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
<i>consent</i>	My name is _____. I am working as a researcher/data collector for Sewar Consulting Company, a Sudanese research and data collection firm. On behalf of the International Labour Organization (ILO), we are conducting a baseline survey and child labour assessment in your community. In West Kordofan, and East Darfur, the ILO is working on ensuring that labour markets encourage decent employment opportunities, and enhancing social protection, through the PROSPECTS Partnership in Sudan. In anticipation of PROSPECTS' activities, the ILO is conducting two studies in East Darfur and West Kordofan. For this reason, it may be that you will meet more than one data collector during the following weeks. Another team from ISP, a Sudanese research firm, is conducting a study that assesses the impact of COVID-19 on businesses and households in your community. We, Sewar Consulting Company, are conducting a baseline assessment, that covers broader topics, such as employment, access to social protection services, livelihoods, business opportunities and services, and children's work. Both surveys will inform the ILO's project and activity planning for the PROSPECTS Partnership. This interview will not take longer than 60 minutes and you can refuse to answer certain questions or withdraw from the interview at any moment. Participation in this interview is voluntary and the information you share with us will be treated with confidentiality. Do you agree to participate?
<i>select one</i>	
1	Yes
2	No
<i>Begin Group: A</i>	
<i>a1_age</i>	<b>What is your age?</b>
<i>Begin Group: main</i>	
<i>Begin Group: C</i>	
<i>a2_covid</i>	<b>Before we start, I would like to ask you if you have been interviewed for another ILO survey in the previous few weeks?</b>



<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<b>Note:</b>	<b>I would like to start by asking you some questions that describe your household.</b>
<i>c1_hhmembers</i>	<b>How many people are living in your household in total (including yourself) (including new borns)?</b>
<i>c2_under5</i>	<b>How many of the members of your household are aged 0 - 4 years old (including new borns)?</b>
<i>c3_under14</i>	<b>How many of the members in your household are aged 5 - 13 years old?</b>
<i>c5_older</i>	<b>How many of the members in your household are aged 14 - 17 years old?</b>
<i>c7_youth</i>	<b>How many of the members in your household are aged 18 - 24 years old?</b>
<i>c9_adults</i>	<b>How many of the members in your household are aged 25 - 64 years old?: ____ (integer input)</b> Hint: Remind the respondent not to forget themselves (if relevant).
<i>c11_elderly</i>	<b>How many of the members in your household are aged 65 years old or above?: ____ (integer input)</b> Hint: Remind the respondent not to forget themselves (if relevant).
<b>Note:</b>	The total of household members under 5 years old, between 5 and 14 years old, between 15 years and 17 years old, between 18 years and 24 years old, between 25 years and 64 years old and over 65 years old you entered, is HIGHER than the total number of household members you entered. Please correct the numbers and remember NOT to count yourself (and not the head of the household).
<b>Note:</b>	The total of household members under 5 years old, between 5 and 14 years old, between 15 years and 17 years old, between 18 years and 24 years old, between 25 years and 64 years old and over 65 years old you entered, is LOWER than the total number of household members you entered. Please correct the numbers and remember NOT to count yourself (and not the head of the household).
<i>c13_disability</i>	<b>How many members of your household face any of the following difficulties:</b> - difficulties seeing - difficulties hearing - difficulties walking or climbing steps - difficulties remembering or concentrating - difficulty (with self-care such as) washing all over or dressing - difficulties using the customary language, for example, communication (understanding or being understood)?
<i>c14_status</i>	<b>How would you describe your household?</b>
<i>select one</i>	
1	Host community (originally from this area)
2	Displaced (IDP) (from another area within Sudan)
3	Returnee (returned to Sudan from abroad)
4	Refugee (originally from another country than Sudan)
5	Nomadic / Pastoralist (originally from this region)
999	Refused to answer (DO NOT READ)
<i>c15_income</i>	<b>In Sudanese pounds, what was the total income of your household in the past month (30 days)?: ____ (integer input)</b> Hint: Please include in the total any cash transfers or other benefits received, profits from sale of land, or assets, etc. If refused to answer, please enter '999'. If the respondent does not know, please enter '888'
<i>c17_mainincome</i>	<b>What is the primary livelihoods source that your household has received income from in the past 3 months?</b>
<i>select one</i>	
1	My household has not received any income.
2	Income from household farming or fishing
3	Income from a household business (other than farming or fishing)
4	Income from a paid job (held by yourself or by another household member)



5	Foodstuff produced by the household from farming, raising livestock, or fishing
6	Remittances (money or support from people living abroad)
7	Money or support from relatives (within the country)
8	Money or support from other households (within the country)
9	Loans
10	Pension
11	Sale of land
12	Sale of livestock
13	Sale of buildings
14	Cash transfers from NGO / UN agency
15	Cash transfers from government / Zakat
16	Vouchers, food aid, or in-kind distributions
17	Resale of food aid
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	If other, please specify
<b>c19_otherincome</b>	<b>From what other sources has your household received income in the past 3 months?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	My household has not received any income.
2	Income from household farming or fishing
3	Income from a household business (other than farming or fishing)
4	Income from a paid job (held by yourself or by another household member)
5	Foodstuff produced by the household from farming, raising livestock, or fishing
6	Remittances (money or support from people living abroad)
7	Money or support from relatives (within the country)
8	Money or support from other households (within the country)
9	Loans
10	Pension
11	Sale of land
12	Sale of livestock
13	Sale of buildings
14	Cash transfers from NGO / UN agency
15	Cash transfers from government / Zakat
16	Vouchers, food aid, or in-kind distributions
17	Resale of food aid
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<b>c21_sufficient</b>	<b>Thinking about the current income of your household, how would you describe the income you receive?</b>
<i>select one</i>	
1	We earn enough to meet the basic needs of the household such as food and shelter
2	We earn enough to meet the basic needs of the household and also provide for medical treatment and school fees



3	We earn enough to meet the basic needs of the household, medical treatment, and also save some money
4	We do not earn enough to meet the basic needs of the household
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<b>c22_save</b>	<b>Is your household able to save some of the income every month?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<b>c23_assets</b>	<b>Does your household possess any assets?</b>
<i>select one</i>	
1	Yes
2	No
999	Refused to answer (DO NOT READ)
<b>c24_which</b>	<b>What kind of assets does your household possess?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Farmland
2	Range Land
3	Car
4	Other motorized vehicle (tuktuk, motorcycle, etc.)
5	Generator
6	Donkey Cart
7	Livestock
8	Shop
9	Market Stand
10	Agricultural Tools: Grain Mill
11	Agricultural Tools: Sheller
12	Agricultural Tools: Oil squeezer
13	Agricultural Tools: Silo
14	Agricultural Tools: Plough
15	Agricultural Tools: Hand tools
16	Phone: mobile phone
17	Phone: smart phone
18	Household equipment: Television
19	Household equipment: Refrigerator
20	Household equipment: Stove
21	Household equipment: Shortwave radio
22	Household equipment: Long wave radio
23	Household equipment: Satellite radio
24	Household equipment: Computer
25	Household equipment: Solar panel(s)
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)



<i>text input</i>	<b>If other, please specify</b>
<i>c26_livestock</i>	<b>What are the different types of livestock your household possesses?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Cattle
2	Donkeys
3	Goats
4	Sheep
5	Camels
6	Horses
7	Chickens
777	Other
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>c28_rcsi1</i>	In the past 7 days, if there have been times when you did not have enough food or money to buy food, how often has your household had to rely on less preferred food and less expensive food?: ____ (integer input) Hint: The number has to be between 0 (none of the days) and 7 (all of the days). For example, "3" represents 3 days out of the week.
<i>c29_rcsi2</i>	(...) borrowing food, or rely on help from a friend or relative?: ____ (integer input) Hint: The number has to be between 0 (none of the days) and 7 (all of the days). For example, "3" represents 3 days out of the week.
<i>c30_rcsi3</i>	(...) limiting portion size at mealtimes?: ____ (integer input) Hint: The number has to be between 0 (none of the days) and 7 (all of the days). For example, "3" represents 3 days out of the week.
<i>c31_rcsi4</i>	(...) restricting consumption by adults in order for small children to eat?: ____ (integer input) Hint: The number has to be between 0 (none of the days) and 7 (all of the days). For example, "3" represents 3 days out of the week.
<i>c32_rcsi5</i>	(...) reducing the number of meals per day?: ____ (integer input) Hint: The number has to be between 0 (none of the days) and 7 (all of the days). For example, "3" represents 3 days out of the week.
<i>End Group: C</i>	
<i>Begin Group: D</i>	
<b>Note:</b>	<b>Now, I will ask you some questions about specific members of your household.</b>
<i>d1_hhh</i>	<b>Are you the head of the household?</b>
<i>select one</i>	
1	Yes
2	No
999	Refused to answer (DO NOT READ)
<i>d2_relationship</i>	<b>What is your relationship to the head of the household?</b>
<i>select one</i>	
1	Spouse/Partner
2	I am their son/daughter
3	I am their mother/father
4	I am their brother/sister
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>d4_gender</i>	<b>Gender (Do not ask. Observe)</b>
<i>select one</i>	



1	Male
2	Female
777	Other
999	Refused to answer (DO NOT READ)
<b>d5_gender</b>	<b>What is the gender of the head of household?</b>
<i>select one</i>	
1	Male
2	Female
777	Other
999	Refused to answer (DO NOT READ)
<b>d6_literacy</b>	<b>Can you read and write?</b>
<i>select one</i>	
1	Can read and write very well
2	Can read and write a little
3	Cannot read or write
999	Refused to answer (DO NOT READ)
<b>d7_literacy</b>	<b>Can the head of household read or write</b>
<i>select one</i>	
1	Can read and write very well
2	Can read and write a little
3	Cannot read or write
999	Refused to answer (DO NOT READ)
<b>d8_education</b>	<b>What is the highest level of education you attained?</b>
<i>select one</i>	
1	None
2	Some primary school
3	Completed primary school
4	Some secondary school
5	Completed secondary school
6	Some university
7	Undergraduate degree completed (bachelor)
8	Post-graduate degree completed (master)
9	Technical or trade school (TVET/vocational training)
10	Religious education
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<b>d10_education</b>	<b>What is the highest level of education the head of household attained?</b>
<i>select one</i>	
1	None
2	Some primary school
3	Completed primary school
4	Some secondary school
5	Completed secondary school



6	Some university
7	Undergraduate degree completed (bachelor)
8	Post-graduate degree completed (master)
9	Technical or trade school (TVET/vocational training)
10	Religious education
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>Begin Group: G</i>	
<b>Note:</b>	Now, please switch back to the original respondent that you (the enumerator) began the interview with.
<b>Note:</b>	I would like to know a little bit more about the kind of markets and shops your household has access to.
<i>e1_products</i>	<b>Which products have you purchased in the past 7 days? Please list all you can remember.</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Animal Fats & Cooking Oils
2	Charcoal
3	NIDO or other powdered milk
4	UHT or packet milk
5	Milk (fresh)
6	Yoghurt
7	Prepared/Processed Food Products
8	Meat (goat, sheep or cow)
9	Meat (chicken)/Slaughtered Poultry
10	Fish
11	Poultry (live)
12	Eggs
13	Goat (live)
14	Cow (live)
15	Sheep (live)
16	Bread (fresh)
17	Ligemat
18	Flour
19	Wheat
20	Millet
21	Maize
22	Rice
23	Sorghum
24	Other Grains (local)
25	Other Grains (imported)
26	Roots (Cassava, yams, potatoes)
27	Pulses (groundnuts, beans, peas, lentils)
28	Okra
29	Sugar
30	Salt



31	Butter
32	Nuts
33	Whole Fruit (local)
34	Whole Fruit (imported)
35	Cut Fruit
36	Juice (fresh)
37	Juice (packaged)
46	Vegetables (local)
47	Vegetables (imported)
49	Sesame (simsim)
50	Seeds for planting
53	Soap
54	Other Toiletries & Beauty Items
55	Accessories (belts, sunglasses, jewelry, phone cases, etc.)
56	Cloth & Sewing Items including Laows
57	Locally made clothes & footwear
58	Imported clothes or footwear
60	Metal Goods & Metal Furniture (locally made)
61	Metal Goods & Metal Furniture (imported)
62	Wood Products & Furniture (locally made)
64	Wood Products & Furniture (imported)
65	Locally-made Straw Products
66	Agricultural Tools (locally made)
67	Agricultural Tools (imported)
68	Other Tools (locally made)
69	Other Tools (imported)
70	Spare Parts for Bikes, Cars & Tuktuk
71	Solar panels/chargers
0	None
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>e3_satis</i>	<b>In general, how satisfied are you with these products?</b>
<i>select one</i>	
1	Very unsatisfied
2	Somewhat unsatisfied
3	Neither satisfied nor unsatisfied
4	Somewhat satisfied
5	Very satisfied
999	Refused to answer (DO NOT READ)
<i>e4_whynt</i>	<b>Why are you not satisfied with these products?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Inconsistent availability
2	Too expensive



3	Poor quality
4	Poor customer service
5	Not clean / poor hygiene
6	Do not trust vendor
7	Dislike the atmosphere
777	Other
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>e6_notthere</i>	<b>Which products would you have liked to buy in the past week, but were not available at the market you normally go to?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Animal Fats & Cooking Oils
2	Charcoal
3	NIDO or other powdered milk
4	UHT or packet milk
5	Milk (fresh)
6	Yoghurt
7	Prepared/Processed Food Products
8	Meat (goat, sheep or cow)
9	Meat (chicken)/Slaughtered Poultry
10	Fish
11	Poultry (live)
12	Eggs
13	Goat (live)
14	Cow (live)
15	Sheep (live)
16	Bread (fresh)
17	Ligemat
18	Flour
19	Wheat
20	Millet
21	Maize
22	Rice
23	Sorghum
24	Other Grains (local)
25	Other Grains (imported)
26	Roots (Cassava, yams, potatoes)
27	Pulses (groundnuts, beans, peas, lentils)
28	Okra
29	Sugar
30	Salt
31	Butter
32	Nuts
33	Whole Fruit (local)
34	Whole Fruit (imported)
35	Cut Fruit



36	Juice (fresh)
37	Juice (packaged)
46	Vegetables (local)
47	Vegetables (imported)
49	
50	
53	Soap
54	Other Toiletries & Beauty Items
55	Accessories (belts, sunglasses, jewelry, phone cases, etc.)
56	Cloth & Sewing Items including Laows
57	
58	
60	Metal Goods & Metal Furniture (locally made)
61	Metal Goods & Metal Furniture (imported)
62	Wood Products & Furniture (locally made)
64	Wood Products & Furniture (imported)
65	Locally-made Straw Products
66	Agricultural Tools (locally made)
67	Agricultural Tools (imported)
68	Other Tools (locally made)
69	Other Tools (imported)
70	Spare Parts for Bikes, Cars & Tuktuk
71	Solar panels/chargers
0	None
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>e8_services</i>	<b>Which services have you purchased in the past 7 days? Please list all you can remember.</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Tuktuks
2	Amjads/mini busses
3	Appliance repair
4	Small electronics repair (phones, radios)
5	Snack/Fast foods
6	Cut fruit or vegetables
7	Restaurant/Bar
8	Washing shop
9	Blacksmith or welder
10	Mason or bricklayer
11	Plumber
12	Electrician
13	Computer Technician
14	Photographer/Videographer
15	Someone that collect wood, sand or straw



16	Generator Repair Technician
17	Tuktuk or Vehicle Mechanic
18	Barber/Salon
19	Caterer (cooking for occasions/events)
20	Tailor
21	Shoemaker
22	Beautician
23	Collect water/deliver water
24	Split rocks or gravel
25	Tea shop
26	hotel/lodging
27	Grinding mill
28	Oil Maker
29	Butcher
30	Mobile charging shops
0	None
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>e10_satis</i>	<b>In general, how satisfied are you with these services?</b>
<i>select one</i>	
1	Very unsatisfied
2	Somewhat unsatisfied
3	Neither satisfied nor unsatisfied
4	Somewhat satisfied
5	Very satisfied
999	Refused to answer (DO NOT READ)
<i>e11_whynt</i>	<b>Why are you not satisfied with these services?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Inconsistent availability
2	Too expensive
3	Poor quality
4	Poor customer service
5	Not clean / poor hygiene
6	Do not trust vendor
7	Dislike the atmosphere
777	Other
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>e13_notthere</i>	<b>Which services would you have liked to buy in the past week, but were not available at the market you normally go to?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Tuktuks
2	Amjads/mini busses
3	Appliance repair



4	Small electronics repair (phones, radios)
5	Snack/Fast foods
6	Cut fruit or vegetables
7	Restaurant/Bar
8	Washing shop
9	Blacksmith or welder
10	Mason or bricklayer
11	Plumber
12	Electrician
13	Computer Technician
14	Photographer/Videographer
15	Someone that collect wood, sand or straw
16	
17	
18	Barber/Salon
19	Caterer (cooking for occasions/events)
20	Tailor
21	Shoemaker
22	Beautician
23	Collect water/deliver water
24	Split rocks or gravel
25	Tea shop
26	hotel/lodging
27	Grinding mill
28	Oil Maker
29	Butcher
30	Mobile charging shops
0	None
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>End Group: G</i>	
<i>Begin Group: H</i>	
<b>Note:</b>	Thank you for your responses so far. I would now like to ask you about some of the available services in your community. I will ask questions about social welfare, health and WASH services.
<i>h1_welfare</i>	<b>Which of the following benefits do any members of your household receive?</b>
<i>select multiple</i>	Hint: Select all that apply.
2	Unemployment support
3	Income support / cash transfer in case of sickness
4	Income support / cash transfer in case of maternity
5	Income support / cash transfer in case of injuries at work
6	Income support / cash transfer in case of disability
7	Income support / cash transfer in case of survivorship
8	Other income support / cash transfer



9	Child and family benefits
10	Old age pension
11	Free or subsidised health care
12	Vouchers or food distributions (incl. school meals)
13	Livelihood support / agricultural inputs
1	None of the above
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>text input</i>	From whom does your household receive unemployment support?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive income support / cash transfer in case of sickness?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive income support / cash transfer in case of maternity?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive income support / cash transfer in case of injuries at work?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive income support / cash transfer in case of disability?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive income support / cash transfer in case of survivorship?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive other income support / cash transfer?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive child and family benefits?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive old age pension?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive free or subsidised health care?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive vouchers or food distributions (incl. school meals)?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive livelihood support / agricultural inputs?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	From whom does your household receive \${h2_other}?:_____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.



<i>h4_transfer</i>	<b>In the past 6 months, how much income assistance / cash transfers has your household received (in SDG) in total?: ____ (integer input) Hint: For "Do not know", please type '888', and for "Refused to answer", please type '999'.</b>
<i>h5_insurance</i>	<b>Does your household have access to any kind of health insurance?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>h6_type</i>	<b>What kind of health insurance does your household have access to?</b>
<i>select one</i>	
1	National health insurance fund
2	Private health insurance
3	Community fund or mutual fund
777	Other (Please specify)
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>text input</i>	<b>The maximum number of dependents in a family for the National Health Insurance fund is 5. Who in your household is not covered by this health insurance plan?</b>
<i>h9_alternative</i>	<b>Are the remaining household members insured in any other way?</b>
<i>select one</i>	
1	Yes - National health insurance fund
2	Yes - Private health insurance
3	Yes - Community fund or mutual fund
4	No
777	Other (Please specify)
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>h9a_provider</i>	<b>Who is the main provider of the contribution/premium for the insurance plan?</b>
<i>select one</i>	
1	Paid out of the household income
2	Covered by the employer of a household member
5	A UN agency or other (inter-)national organisation
6	Union or business association
7	Community-based organisation
8	Zakat Bureau
777	Other (Please specify)
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>h13_health</i>	<b>What kind of health services does your household have access to?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	There are no health services
2	Primary health centre



3	Maternal and new born health care
4	Pharmacy
5	Emergency room
6	Hospital
777	Other
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>text input</i>	Who is the provider of the primary health centre?: ____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	Who is the provider of maternal and new born health care?: ____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	Who is the provider of the pharmacy?: ____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	Who is the provider of the emergency room?: ____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	Who is the provider of the hospital?: ____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>text input</i>	Who is the provider of \${h14_other}?: ____ (text input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.
<i>h16_referral</i>	<b>Are you aware of a system at the healthcare centre you have access to for referral to a hospital?</b>
<i>select one</i>	
1	Yes
2	No
999	Refused to answer (DO NOT READ)
<i>h17_use</i>	<b>Have you made use of the health services in the previous six months?</b>
<i>select one</i>	
1	Yes
2	No
999	Refused to answer (DO NOT READ)
<i>h17a_howoften</i>	<b>How many times did you visit the health centre in the previous six months?</b>
<i>h17b_traveltime</i>	<b>Normally, how long does it take to travel to the health centre?</b>
<i>select one</i>	
1	0-14 minutes
2	15-29 minutes
3	30-44 minutes
4	45-59 minutes
5	an hour (60 minutes) or more
999	Refused to answer (DO NOT READ)
<i>h17c_transport</i>	<b>How do you travel?</b>
<i>select one</i>	
1	on foot
2	by car
3	on animal back (camel, donkey, horse)



4	by motorcycle
777	Other
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>h18_oppr</i>	<b>Did you have to make out of pocket payments towards the health service you accessed?</b>
<i>select multiple</i>	
1	Yes - medication
2	Yes - treatment
3	Yes - transportation
777	Yes - other
5	No
999	Refused to answer (DO NOT READ)
<i>h19_opp</i>	<b>How much as an out of pocket payment did you have to pay in total last time you visited the health centre? (in SDG)</b>
<i>h20_sourcefunds</i>	<b>Where did you get the money to pay for the health service?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Household income
2	savings
3	sale of household property (assets, land, or buildings)
4	borrowing money/loan
777	Other (Please specify)
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>h22_water</i>	<b>What is the main source of water for household consumption your household relies on (for drinking, cleaning of the household, cooking and personal hygiene)?</b>
<i>select one</i>	
1	Water from river
2	Stream
3	Small dam
4	Hafir
5	Lake
6	Puddle
7	Canal
8	Rain
9	Unprotected well
10	Spring
11	Water tankers
12	Donkey carts
13	Piped water to public tap
14	Piped water into dwelling
15	Water station
16	Water tankers
17	Hand pump
18	Protected well



19	Protected spring
20	Bottled water
777	Other
999	Refused to answer (DO NOT READ)
<b><i>h23_travelttime</i></b>	<b>Normally, how long does it take to travel to the water point?</b>
<i>select one</i>	
1	0-14 minutes
2	15-29 minutes
3	30-44 minutes
4	45-59 minutes
5	an hour (60 minutes) or more
999	Refused to answer (DO NOT READ)
<b><i>h24_transport</i></b>	<b>How do you travel?</b>
<i>select one</i>	
1	on foot
2	by car
3	on animal back (camel, donkey, horse)
4	by motorcycle
777	Other
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<b><i>h26_waitingtime</i></b>	<b>Normally, how long if the waiting time at the water point?</b>
<i>select one</i>	
1	0-14 minutes
2	15-29 minutes
3	30-44 minutes
4	45-59 minutes
5	an hour (60 minutes) or more
999	Refused to answer (DO NOT READ)
<b><i>h27_sufficient</i></b>	<b>Is the amount of water your household gets from the water point sufficient to meet your household water needs for cooking, cleaning, drinking and personal hygiene?</b>
<i>select one</i>	
1	Yes
2	Somewhat
3	No
999	Refused to answer (DO NOT READ)
<i>End Group: H</i>	
<i>Begin Group: I</i>	
<b>Note:</b>	I will ask you a few more questions about the community you live in and how host community members and forcibly displaced community members share the space in your community.
<b><i>s1_safe</i></b>	<b>How safe or unsafe do you feel in your community?</b>
<i>select one</i>	
1	Very safe



2	Somewhat safe
3	Neither safe nor unsafe
4	Somewhat unsafe
5	Very unsafe
999	Refused to answer (DO NOT READ)
<b>s2_jobs</b>	<b>Which group would you say has the best access to economic opportunities in your community?</b>
<i>select one</i>	
1	HC - Host community members
2	HC - Pastoralist community members
3	FDP - Refugee community members
4	FDP - IDP community members
5	FDP - Returnees
777	A different kind of community group
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<b>s4_jobs</b>	<b>Which group would you say has the least access to economic opportunities in your community?</b>
<i>select one</i>	
1	HC - Host community members
2	HC - Pastoralist community members
3	FDP - Refugee community members
4	FDP - IDP community members
5	FDP - Returnees
777	A different kind of community group
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<b>s8_health</b>	<b>Which group would you say has the best access to health services in your community?</b>
<i>select one</i>	
1	HC - Host community members
2	HC - Pastoralist community members
3	FDP - Refugee community members
4	FDP - IDP community members
5	FDP - Returnees
777	A different kind of community group
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<b>s10_health</b>	<b>Which group would you say has the least access to health services in your community?</b>
<i>select one</i>	
1	HC - Host community members
2	HC - Pastoralist community members
3	FDP - Refugee community members
4	FDP - IDP community members



5	FDP - Returnees
777	A different kind of community group
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>s12_decisions</i>	<b>Which group would you say has the MOST influence over decisions that are made in your community?</b>
<i>select one</i>	
1	HC - Host community members
2	HC - Pastoralist community members
3	FDP - Refugee community members
4	FDP - IDP community members
5	FDP - Returnees
777	A different kind of community group
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>s14_decisions</i>	<b>Which group would you say has the LEAST influence over decisions that are made in your community?</b>
<i>select one</i>	
1	HC - Host community members
2	HC - Pastoralist community members
3	FDP - Refugee community members
4	FDP - IDP community members
5	FDP - Returnees
777	A different kind of community group
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>End Group: I</i>	
<i>Begin Group: J</i>	
<b>Note:</b>	Now, I would like to ask you some questions about the activities of the children in your household. Through the following questions, we will select two household members under the age of 18. Please give us the first name or initials, age and sex of each person aged 5 or above years of age and 17 or below years of age STARTING FROM THE YOUNGEST ONE (5 years, going up).
<i>Begin Group: eligible_respc</i>	
<i>Begin Group: eligible_resp_grpc</i>	
<i>text input</i>	<b>Initials of child.</b>
<i>End Group: eligible_resp_grpc</i>	
<i>End Group: eligible_respc</i>	
<i>chosen_respc</i>	<b>The selected random number is ( \${random_numc}_ ) Please enter the number here to confirm.</b>
<b>Note:</b>	The selected child is: \${chosen_namec}.
<i>Begin Group: N</i>	
<b>Note:</b>	I will now ask you some questions about \${chosen_namec}.



<i>g0a_gender</i>	<b>What is the gender \${chosen_namec}?</b>
<i>select one</i>	
1	Male
2	Female
777	Other
999	Refused to answer (DO NOT READ)
<i>g0b_age</i>	<b>What is the age of \${chosen_namec}?</b>
<i>g1_disability</i>	<b>Does \${chosen_namec} have any of the following difficulties.</b>
<i>select multiple</i>	Hint: Please read each of the answer options out loud and let the respondent respond with "Yes" or "No" for each. Please only use the "Don't know" option if the respondent does not know the answer to any of the answer options. Please only use the "Refused to answer" option if the respondent refuses to provide an answer for all of the answer options. Select all that apply.
1	Difficulties seeing even with glasses
2	Difficulties hearing
3	Difficulties walking or climbing steps
4	Difficulties remembering or concentrating
5	Difficulty (with self-care such as) washing all over or dressing
6	Difficulty using your the (customary) language / do you have difficulty communicating, for example understanding or being understood?
7	None of the above
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>g3_school</i>	<b>Is \${chosen_namec} member currently enrolled in school?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>g4_whynt</i>	<b>Why not?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Child has to work
2	The school fees are too high
3	The school is too far away
4	Education has no value
5	The child was not achieving in school
6	It is not safe to attend school
7	Child has to get married
8	There is not enough staff at the school
9	My child does not speak the language of instruction
10	They do not accept people from my group
777	Other
999	Refused to answer (DO NOT READ)



<i>text input</i>	<b>If other, please specify</b>
<i>g6_ever</i>	<b>Has \${chosen_namec} ever attended school?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>g7_lastweekwork</i>	<b>In the 7 days prior to this interview, did \${chosen_namec} work for someone else for pay in kind or cash, for one or more hours?</b>
<i>select one</i>	Hint: Select "Yes" if the child was temporarily absent from their job.
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>g8_mainjob</i>	
<i>select one</i>	
1	Administrative/office work (general)
2	Agriculture (mechanized)
3	Agriculture (plough with donkey)
4	Agriculture (subsistence/manual)
5	Animal Healthcare
6	Arts and Crafts
7	Barber/hairdresser
8	Bee keeper
9	Blacksmith
10	Business- Entrepreneurship/Management
11	Business- Finance/Accounting
12	Business- Marketing
13	Carpentry
14	Collecting Charcoal/fire wood
15	Computers / ICT
16	Construction site laborer
17	Dairy farming
18	Day labor
19	Electrician
20	Electronic devices maintenance (mobile phones)
21	Electronic devices maintenance (other items)
22	Fishing
23	Home economic & food processing
24	Fruit/forest seedling production
25	Generator repair
26	Government (besides teaching and police)
27	Healthcare (doctor/nurse)
28	Hotel/hospitality services



29	House or shop cleaning
30	Language skills (English/Arabic)
31	Livestock fattening
32	Livestock herding/selling
33	Masonry
34	Milk/butter extraction
35	Mobile charging services (solar)
36	Mobile charging services (generator)
37	Mechanic - Auto
38	Mechanic - Bicycle
39	Mechanic - tuktuk
40	Metal work
41	Mud/roasted brick making
42	Oil processing
43	Plumbing
44	Police
45	Porter (carrying loads)
46	Poultry
47	Restaurant
48	Shop Owner/Retailer/Trader
49	Shoe making
50	Tailoring
51	Teaching
52	Transportation (tuktuk, bus)
53	Vegetable/Food Seller
54	Vegetable gardening
55	Welding
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>g10_self</i>	<b>In the 7 days prior to this interview, did \${chosen_namec} undertake any activities for pay in kind or cash on their own?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>g11_worktype</i>	<b>What kind of work does \${chosen_namec} do in that place or business?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Carrying Loads
2	Cleaning materials/equipment
3	Collecting firewood / charcoal
4	Delivery
5	Domestic work/cleaning



6	Harvesting
7	Livestock herding
8	Planting
9	Preparing food / drinks / tea
10	Shoeshining
11	Weaving
12	Vending (selling on the street)
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>g13_hh</i>	<p>Did \${chosen_name} do any of unpaid activity to produce goods for consumption by own household or family, such as:</p> <ul style="list-style-type: none"> <li>- Planting, maintaining or harvesting any crops, vegetables, fruits</li> <li>- Raising or tending farm animals such as sheep, goats, chicken</li> <li>- Fishing</li> <li>- Gathering food such as mushrooms, berries, herbs etc.</li> <li>- Hunting for bush meat</li> <li>- Preparing preserved food for food, drink or storage such as floor, dried fish, butter, cheese etc.</li> <li>- Construction, renovate or extend own family home or help without pay a family member with similar work</li> <li>- Making goods for use by own household or family such as mats, baskets, furniture, clothing etc.</li> <li>- Fetching water from natural or public sources for use by own household or family</li> <li>- Collecting firewood or other natural products for use as fuel for own household or family</li> </ul>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>g14_hours</i>	<p>In total, how many hours did \${chosen_name} actually worked in his/her job(s) in the past 7 days?:_____ (integer input)  Hint: Enter "777" if the child was temporarily absent from their job, mark "888" if the respondent does not know, and mark "999" if the respondent refused to answer.</p>
<i>g15_hours</i>	In the 7 days prior to this interview, how many hours did \${chosen_name} spend doing unpaid activities to produce goods for consumption by the own household or family?
<i>g16_iga</i>	In the 7 days prior to this interview, did \${chosen_name} do any activity to generate income such as helping at a family business or farm, rearing farm animals, fishing or fish farming, making things for sale, buying and reselling things, even if only for one hour?
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)



<i>g17_trainee</i>	<b>In the 7 days prior to this interview, did \${chosen_namec} do any unpaid trainee work for others to acquire workplace experience or skills in a trade or profession, such as unpaid work as trainee or apprentice in a farm, workshop, factory, enterprise, or other production unit, OR unpaid work as trainee or intern in a shop, bank, hospital, or other service providing institutions, even if only for one hour</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>g16_household</i>	<b>In the 7 days prior to this interview, did \${chosen_namec} do any of household chores, such as preparing and serving meals, cleaning dishes, cleaning and maintaining home, gardening, shopping and transporting goods, and looking after elderly and other family members, even if only for one hour?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>g17_hours</i>	<b>In the 7 days prior to this interview, how many hours did \${chosen_namec} spend, in total, on income generating activities to help the household, unpaid work as a trainee, and?: ____ (integer input) Hint: Select "888" if the respondent does not know, and select "999" if the respondent refused to answer.</b>
<b>Note:</b>	<b>INSTRUCTION: The total number of hours worked in the past week is \${g18_totalhours1}. The total hours worked per week should not exceed 100 hours. Please check again with the repondent if the hours entered were correct.</b>
<i>g23_lastweek</i>	<b>In the past 7 days, was \${chosen_namec} exposed to any of the following situations at work?</b>
<i>select multiple</i>	Hint: Please read each of the answer options out loud and let the respondent respond with "Yes" or "No" for each. Please only use the "Don't know" option if the respondent does not know the answer to any of the answer options. Please only use the "Refused to answer" option if the respondent refuses to provide an answer for all of the answer options. Select all that apply.
1	Dust, fumes
2	Fire, gas, flames
3	Loud noise or vibration
4	Extreme cold or heat
5	Dangerous tools (knives, etc.)
6	Work underground
7	Work at heights
8	Work in water/lake/pond/river
9	Workplace too dark or confined
10	Insufficient ventilation
11	Chemicals (pesticides, glues, etc.)
12	Explosives
13	No
777	Other situations bad for health or safety (specify)
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	If other, please specify



<i>g25_ever</i>	<b>Has \${chosen_namec} ever been subject to any of the following situations at work?</b>
<i>select multiple</i>	Hint: Please read each of the answer options out loud and let the respondent respond with "Yes" or "No" for each. Please only use the "Don't know" option if the respondent does not know the answer to any of the answer options. Please only use the "Refused to answer" option if the respondent refuses to provide an answer for all of the answer options. Select all that apply.
1	Constantly shouted at
2	Repeatedly insulted
3	Beaten, physically hurt
777	Other situations (Specify)
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>End Group: N</i>	
<i>End Group: J</i>	
<i>a5_contact</i>	<b>If needed, can ILO contact you for follow-up questions?</b>
<i>select one</i>	
1	Yes
2	No
999	Refused to answer (DO NOT READ)
<i>a6_how</i>	<b>How can they contact you?</b>
<i>select one</i>	Hint: Please read out loud each of the answer options, except for "at my house" and "at my work". Let the respondent pick what they would prefer. Only select "at my house" or "at my work", if the respondent tells you this after choosing "other".
1	By phone (my phone)
2	By phone (another community member's phone)
3	By visiting my house / in person (DO NOT READ)
4	At my work (DO NOT READ)
777	Other (Please specify)
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify::_____ (text input)</b> Hint: Please make sure that the respondent provides sufficient information that will allow someone that is not part of the community to find the respondent again.
<i>a8_number</i>	<b>What is the phone number?</b>
<i>text input</i>	<b>What is the name of this community leader?</b>
<i>text input</i>	<b>Where do you work?</b>
<i>text input</i>	<b>What is your name?:_____ (text input)</b> Hint: Please type "999" if refused to answer.
<b>Note:</b>	Now, I would like to ask you some questions about one specific household member of working age in your household. Before, you told me that there are \${c10_working} household members in your household aged between 18 and 64.
<i>d12_available</i>	<b>How household members aged 18-64 years old (including yourself) are available right now to answer some questions about themselves?</b>



<b>Note:</b>	Through the following questions, we will select one of the household members in this age group that is currently available for an interview. Please give me the name, and availability for each of the household members between 15 and 64 years old STARTING FROM THE YOUNGEST ONE (15 years, going up). After we select a random household member, I would like to ask this person a number of questions directly.
<i>Begin Group: eligible_resp</i>	
<i>Begin Group: eligible_resp_grp</i>	
<i>text input</i>	<b>Initials of household member.</b>
<i>End Group: eligible_resp_grp</i>	
<i>End Group: eligible_resp</i>	
<i>chosen_resp</i>	The selected random number is ( \${random_num}_ ) Please enter the number here to confirm: ____ (integer input) Hint: Please enter the number here to confirm
<b>Note:</b>	The randomly selected respondent is: \${chosen_name}.
<i>d12_identity</i>	<b>Are you \${chosen_name}?</b>
<i>select one</i>	
1	Yes
2	No
<i>d13_identity</i>	<b>Are the head of the household and \${chosen_name} the same person?</b>
<i>select one</i>	
1	Yes
2	No
<b>Note:</b>	I would like to speak to \${chosen_name} to answer the following questions.
<i>d14_gender</i>	<b>Gender (Do not ask. Observe)</b>
<i>select one</i>	
1	Male
2	Female
777	Other
999	Refused to answer (DO NOT READ)
<i>d15_age</i>	<b>What is your age?</b>
<i>d16_disability</i>	<b>Now I am going to ask you a few questions about difficulties you may face while doing certain activities. If you do not feel comfortable with the questions, you are free to refuse the question. Please indicate if you face any of the following difficulties by saying "Yes" or "No".</b>
<i>select multiple</i>	Hint: Please read each of the answer options out loud and let the respondent respond with "Yes" or "No" for each. Please only use the "Don't know" option if the respondent does not know the answer to any of the answer options. Please only use the "Refused to answer" option if the respondent refuses to provide an answer for all of the answer options. Select all that apply.
1	Difficulties seeing even with glasses
2	Difficulties hearing
3	Difficulties walking or climbing steps
4	Difficulties remembering or concentrating
5	Difficulty (with self-care such as) washing all over or dressing
6	Difficulty using your the (customary) language / do you have difficulty communicating, for example understanding or being understood?



7	None of the above
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<b>d17_literacy</b>	<b>Can you read and write?</b>
<i>select one</i>	
1	Can read and write very well
2	Can read and write a little
3	Cannot read or write
999	Refused to answer (DO NOT READ)
<b>d18_education</b>	<b>What is the highest level of education you attained?</b>
<i>select one</i>	
1	None
2	Some primary school
3	Completed primary school
4	
5	
6	Some university
7	Undergraduate degree completed (bachelor)
8	Post-graduate degree completed (master)
9	Technical or trade school (TVET/vocational training)
10	Religious education
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<b>d20_formal</b>	<b>How many years of formal education have you completed?</b>
<b>d21_skills</b>	<b>What kind of skills do you possess?</b>
<i>select multiple</i>	Hint: Select all that apply.
1	Administrative/office work (general)
2	Agriculture (mechanized)
3	Agriculture (plough with donkey)
4	Agriculture (subsistence/manual)
5	Animal Healthcare
6	Arts and Crafts
7	Baking / Bread making
8	Barber/hairdresser
9	Bee keeper
10	Blacksmith
11	Business- Entrepreneurship/Management
12	Business- Finance/Accounting
13	Business- Marketing
14	Carpentry
15	Computers / ICT



16	Dairy farming
17	Electrician
18	Electronic devices maintenance (mobile phones)
19	Electronic devices maintenance (other items)
20	Fishing
21	Fruit/forest seedling production
22	Generator repair
23	Healthcare (doctor/nurse)
24	Home economic & food processing
25	Hotel/hospitality services
26	House or shop cleaning
27	Language skills (English/Arabic)
28	Livestock fattening
29	Livestock herding/selling
30	Masonry
31	Mechanic - Auto
32	Mechanic - Bicycle
33	Mechanic - tuktuk
34	Metal work
35	Milk/butter extraction
36	Mud/roasted brick making
37	Oil processing
38	Plumbing
39	Poultry keeping
40	Restaurants services
41	Shoe making
42	Tailoring
43	Teaching
44	Vegetable gardening
45	Welding
46	I do not have any skills
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>d23_provider</i>	<b>Where have you acquired these skills?</b>
<i>select one</i>	
1	University
2	Technical or Trade School (vocational training centre)
3	Mobile training unit
4	Government extension services
5	Farmer field school
6	Private education centre
7	Local NGO
8	International NGO or UN Agency



9	Family / relatives / friends
10	Business association or cooperative
11	On-the-job training / mentorship / apprenticeship
777	Other
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>d25_ilo</i>	<b>Which of the following best described what you are MAINLY doing at present?</b>
<i>select one</i>	
1	Working for someone else for pay
2	Working in own farming, raising animals or fishing
3	Working in any other kind of business activity
4	Taking care of the home/family
5	Studying
6	Doing an unpaid apprenticeship, internship
7	Doing unpaid voluntary, community, charity work
8	Looking for work
9	Retired or pensioner
10	With long-term illness, injury or disability
777	Other
<i>text input</i>	<b>If other, please specify</b>
<i>d27_ilo</i>	<b>Is the farming, raising animals or fishing intended...?</b>
<i>select one</i>	
1	Only for sale
2	Mainly for sale
3	Mainly for family consumption
4	Mainly for family consumption
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>What are the main (products/animals) that you are working on?:_____ (text input)</b> <b>Hint: Please write down the main goods (for example: maize, rice, apples, oranges, cattle, sheep, fresh water fish)</b>
<i>d29_ilo</i>	<b>Last week, from Sunday to Saturday, did you...?</b>
<i>select one</i>	Hint: Select all that apply.
1	Do any (other) work to generate an income, even for 1 hour [e.g. casual, part-time, odd jobs, making things to sell, offering services for pay]
2	Have a paid job or business activity, but (were/was) temporarily absent
3	Help without pay in a family business
4	
999	Refused to answer (DO NOT READ)
<i>d30_ilo</i>	<b>In the last 4 weeks, did you look for a paid job or try to start a business?</b>
<i>select one</i>	
1	Yes
2	No
999	Refused to answer (DO NOT READ)



<i>d31_ilo</i>	<b>If a job or business opportunity became available, could you start working {within the next 2 weeks}?</b>
<i>select one</i>	
1	Yes
2	No
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>What is your occupation title?:_____ (text input)</b> Hint: Examples may be: cattle farmer, policeman, baker, primary school teacher, carpenter, etc.
<i>text input</i>	<b>What are your main tasks / duties?:_____ (text input)</b> Hint: Examples may be: breed, raise and sell cattle (for cattle farmers), teach children to read and write (for teachers), patrol streets (for policemen), etc.
<i>d34_ilo</i>	<b>Are the skills you learned at technical/trade school (TVET) training relevant to these tasks/duties?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>d35_ilo</i>	<b>Are the skills you learned at university relevant to these tasks/duties?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>What are the main activities of your place of work?:_____ (text input)</b> Hint: Examples may be: police department (for policemen), school (for teachers), etc.
<i>text input</i>	<b>Please tell me what the goods are that your place of work produces, or tell me what kind of services your place of work provides:_____ (text input)</b> Hint: Examples may be: public safety (for police departments), preparing and serving meals (for restaurants), etc.
<i>d38_ilo</i>	<b>Do you work as ...?</b>
<i>select one</i>	Hint: Please read out each of the answer options out loud and select the option that applies.
1	Employee
2	Paid apprentice/trainee/intern
3	Employer (with hired employees)
4	Own-account worker (business / self-employed without employees)
5	Own-account worker (day laborer)
6	Helper (without pay) in a family business
7	Members of producer's cooperatives
777	Other (Please specify)
999	Refused to answer (DO NOT READ)



<i>text input</i>	<b>If other, please specify</b>
<i>d40_hours</i>	<b>On average, how many hours per week do you work?</b>
<i>d41_income</i>	<b>In Sudanese pounds, what was your income in the past month (30 days)?: ____ (integer input) Hint: If refused to answer, please enter '999'. If the respondent does not know, please enter '888'</b>
<i>d42_registration</i>	<b>Are you formally registered as a business or as self-employed?</b>
<i>select one</i>	
1	Yes - as a business
2	Yes - as a self-employed person
3	No
999	Refused to answer (DO NOT READ)
<i>d43_contract</i>	<b>Do you have an employment contract?</b>
<i>select one</i>	
1	Yes
2	No
999	Refused to answer (DO NOT READ)
<i>d44_fl1</i>	<b>In your current job, have you ever faced any situation that you did not agree with?</b>
<i>select multiple</i>	Hint: Please read each of the answer options out loud and let the respondent respond with "Yes" or "No" for each. Please only use the "Don't know" option if the respondent does not know the answer to any of the answer options. Please only use the "Refused to answer" option if the respondent refuses to provide an answer for all of the answer options. Select all that apply.
2	Had to accept the job without consent
3	Had to accept the job because of a debt
4	Had to work overtime without your consent
5	Had to perform dangerous activities without protective equipment
6	Had to perform different tasks/type of work in the job than agreed without your consent
7	Work in illicit activities
8	Obligated to use of alcohol or drugs without consent
9	Work at very low or with no wages
10	Work for other employers that were not agreed to
11	Had to stay in the job for more months/years than agreed without consent
777	Other not agreed situations
1	None of the above
999	Refused to respond (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>d46_fl2</i>	<b>Were you able to refuse to do any of these activities?</b>
<i>select one</i>	
1	Yes
2	Sometimes
3	No
999	Refused to respond (DO NOT READ)



<b>d47_fl3</b>	<b>In case you want, can you resign freely from your job?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<b>d48_fl4</b>	<b>Why are you obliged to do these activities you did not agree with or why you cannot leave the employer when you want?</b>
<i>select multiple</i>	Hint: Please read each of the answer options out loud and let the respondent respond with "Yes" or "No" for each. Please only use the "Don't know" option if the respondent does not know the answer to any of the answer options. Please only use the "Refused to answer" option if the respondent refuses to provide an answer for all of the answer options. Select all that apply.
1	Because need a salary
2	Fear of threats and violence against yourself
3	Fear of threats and violence against my families/relatives
4	Because my debt is not paid back
5	Employer threatened to impose a fine
6	Because I am under constant surveillance
7	Because I am in an isolated place, with no access to outside world
8	Because my work permit renewal is done by my employers
9	Because I do not have access to my documents/passport
10	Nothing will happen
777	Other (Please specify)
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<b>d49_lastweek</b>	<b>In the past 7 days, were you exposed to any of the following situations at work?</b>
<i>select multiple</i>	Hint: Please read each of the answer options out loud and let the respondent respond with "Yes" or "No" for each. Please only use the "Don't know" option if the respondent does not know the answer to any of the answer options. Please only use the "Refused to answer" option if the respondent refuses to provide an answer for all of the answer options. Select all that apply.
1	Dust, fumes
2	Fire, gas, flames
3	Loud noise or vibration
4	Extreme cold or heat
5	Dangerous tools (knives, etc.)
6	Work underground
7	Work at heights
8	Work in water/lake/pond/river
9	Workplace too dark or confined
10	Insufficient ventilation
11	Chemicals (pesticides, glues, etc.)
12	Explosives
13	Repetitive movements
14	Moving/carrying heavy loads
15	Tiring/painful positions



16	No
777	Other situations bad for health or safety (specify)
888	Do not know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>d51_ppe</i>	<b>Do you use any personal protective equipment while working?</b>
<i>select one</i>	
1	I wear full personal protective equipment (provided by workplace)
2	I wear full personal protective equipment (brought from home)
3	I wear some personal protective equipment (provided by workplace)
4	I wear some personal protective equipment (brought from home)
5	I do not use personal protective equipment
6	Protective equipment is not required for my work
999	Refused to answer (DO NOT READ)
<i>d52_accident</i>	<b>Did you suffer an accident at the work place in the last 12 months (year)?</b>
<i>select one</i>	
1	Yes
2	No
999	Refused to answer (DO NOT READ)
<i>d53_sickleave</i>	<b>How many days of absence resulted from the accident?</b>
<i>d54_solve</i>	<b>Was the cause of the accident fixed/addressed to prevent further accidents in the future?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>d55_discrimination</i>	<b>In the previous 12 months, have you been of felt harrassed at work based on any of the following grounds:</b>
<i>select one</i>	Hint: Please read each of the answer options out loud and let the respondent respond with "Yes" or "No" for each. Please only use the "Don't know" option if the respondent does not know the answer to any of the answer options. Please only use the "Refused to answer" option if the respondent refuses to provide an answer for all of the answer options. Select all that apply.
1	Gender
2	Religion
3	Ethnicity
4	Nationality
5	Age
6	Disability
7	Displaced
8	Returnee
9	Refugee
10	None of the above
777	Other
999	Refused to answer (DO NOT READ)



<i>text input</i>	<b>If other, please specify</b>
<i>d58_coop</i>	<b>Are you a member of any of the following professional organisations?</b>
<i>select one</i>	
1	Yes - I am a member of an Agricultural Cooperative
2	Yes - I am a member of a Gum Arabic Cooperative
3	Yes - I am a member of another consumer/multi-purpose cooperative
4	Yes - I am a member of a non-official Cooperative
5	No
777	Other
999	Refused to answer (DO NOT READ)
<i>text input</i>	<b>If other, please specify</b>
<i>d60_coop</i>	<b>Would you be interested in joining such a group?</b>
<i>select one</i>	
1	Yes
2	No
888	Don't know (DO NOT READ)
999	Refused to answer (DO NOT READ)
<i>End Group: D</i>	
<b>Note:</b>	We have reached the end of the survey. Thank you for your participation.
<i>confirm_tracking</i>	<b>Please confirm the tracking sheet number: ____ (integer input) Hint: Please enter the trackingsheet number again. It should match your tracking sheet and the tracking sheet number you have entered at the beginning of the survey.</b>
<i>End Group: main</i>	
<b>Note:</b>	This respondent is not eligible to participate in this survey, because they are not yet 18 years old or above.
<i>End Group: A</i>	
<i>End Group: end</i>	
<b>Note:</b>	Thank you for your time.
<i>isp</i>	<b>What is the reason the respondent refused to participate?</b>
<i>select one</i>	
1	The respondent had already been interviewed very recently
777	Other





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